Pedagogy e-Book

(Key Notes)

Contract Teacher – 2021

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IMPORTANT ABBREVIATIONS ON EDUCATION

- **CABE** – CENTRAL ADVISORY BOARD OF EDUCATION (1920)
- **CBSE** - CENTRAL BOARD OF SECONDARY EDUCATION (1962, NEW DELHI)
- **NCERT** - NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (1961, NEW DELHI)
- **SCERT** - STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (1988, NEW DELHI)
- **CCE** – CONTINUOUS AND COMPREHENSIVE EVALUATION (2009)
- **CTE** – COLLEGE OF TEACHER EDUCATION
- **MHRD** - MINISTRY OF HUMAN RESOURCES AND DEVELOPMENT (1985)
- **NIEPA** - NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION (1962, DELHI)
- **NIEPA** - NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION (1962, DELHI)
- **NCF** - NATIONAL CURRICULUM FRAMEWORK (1975, 1988, 2000, 2005)
- **NCTE** - NATIONAL COUNCIL FOR TEACHER EDUCATION (1995, NEW DELHI)
- **DIET** - DISTRICT INSTITUTE OF EDUCATION AND TRAINING
- **DPEP** - DISTRICT PRIMARY EDUCATION PROGRAMME (1994)
- **SSA** - SARVA SHIKSHA ABHIYAAN (2000 - 2001)
- **RMSA** - RASTRIYA MADHYAMIK SHIKSHA ABHIYAAN (2009)
- **RIE** - REGIONAL INSTITUTE OF EDUCATION (1963 - AJMER, BHOPAL, BHUBANESWAR, MYSORE, SHILLONG)
- **UGC** - UNIVERSITY GRANT COMMISSION (1956, DELHI)
- **UNESCO** - UNITED NATION'S EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION (1946, PARIS-FRANCE)
- **UNICEF** - UNITED NATION'S INTERNATIONAL CHILDREN'S EMERGENCY FUND (1946, NEW YORK)
- **UNDP** - UNITED NATION'S PROGRAMME FOR DEVELOPMENT (1965, NEW YORK)

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- **UNFPA** - UNITED NATION'S FUND FOR POPULATION ACTIVITIES (1969, NEW YORK)
- **WB** - WORLD BANK (1944, WASHINGTON DC, USA)
- **MDM** - MID DAY MEAL SYSTEM (1995)
- **BEO** - BLOCK EDUCATION OFFICER
- **DEO** - DISTRICT EDUCATION OFFICER
- **DPC** - DISTRICT PROJECT COORDINATOR
- **BRCC** - BLOCK RESOURCE CENTER COORDINATOR
- **CRCC** - CLUSTER RESOURCE CENTER COORDINATOR
- **NPE** - NATIONAL POLICY ON EDUCATION (1968)
- **ICDS** - INTEGRATED CHILD DEVELOPMENT SCHEME (1975)
- **ECCE** - EARLY CHILDHOOD CARE AND EDUCATION
- **IASE** - INSTITUTE OF ADVANCED STUDIES IN EDUCATION
- **OB** - OPERATION BLACKBOARD (BY NPE 1986)
- **POA** - PROGRAMME OF ACTION
- **EFA** - EDUCATION FOR ALL
- **NFE** - NON-FORMAL EDUCATION
- **MIL** - MODERN INDIAN LANGUAGES
- **UEE** - UNIVERSALISATION OF ELEMENTARY EDUCATION
- **PWD** - PERSON WITH DISABILITIES (ENACTED IN 1995)
- **RCFEE** - RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (2009)
- **NCPCR** - NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS (2005)
- **DEC** - DISTANCE EDUCATION COUNCIL (1985, NEW DELHI)
- **GIA** - GRANT-IN-AID
- **NKC** - NATIONAL KNOWLEDGE COMOSSION (2005)
- **USEFI** - UNITED STATES EDUCATIONAL FOUNDATION IN INDIA
- **VEC** - VILLAGE EDUCATION COMMITTEE
- **TLC** - TOTAL LITERACY CAMPAIGN
- **SIET** - STATE INSTITUTE OF EDUCATIONAL TECHNOLOGY

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- **SCHE** - STATE COUNCIL OF HIGHER EDUCATION

- **SDAE** - STATE DIRECTORATE OF ADULT EDUCATION

- **SCHE** - STATE COUNCIL OF HIGHER EDUCATION

- **SCVE** - STATE COUNCIL OF VOCATIONAL EDUCATION

- **CBA** - COST BENEFIT ANALYSIS

IMPORTANT INTERNATIONAL YEARS:

Events	Observed Year
International Year for Human Rights	1968
International Education Year	1970
International Year for Action to Combat Racism and Racial Prejudice	1971
International Year of The Child	1979
International Year of Disabled Persons (IYDP)	1981
International Youth Year: Participation, Development, Peace	1985
International Year of Peace	1986
International Year of Shelter for The Homeless	1987
International Literacy Year	1990
International Space Year	1992
International Year for the World's Indigenous People	1993
International Year of Sport and the Olympic Ideal	1994
United Nations Year for Tolerance	1995
International Year for the Eradication of Poverty	1996
International Year of Older Persons	1999
International Year for the Culture of Peace	2000
International Year of Mobilization against Racism, Racial Discrimination, Xenophobia and Related Intolerance	2001
International Year to Commemorate the Struggle against Slavery and its Abolition	2004
International Year for Sport and Physical Education	2005
International Year of Languages	2008

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International Year of Human Rights Learning	2009
International Year of Indigenous Languages	2019
International Year for the Elimination of Child Labour	2021

IMPORTANT DAYS RELATED TO EDUCATION:

Days	Celebrated on
World Braille Day	4th January
International Wheelchair Day	1st March
World Autism Awareness Week	30th March – 5th April
World Autism Awareness Day	2nd April
Deaf Awareness Week	4th – 10th May
Mental Health Awareness Week	18th – 24th May
Learning Disability Week	17th – 23rd June
International Literacy Day	8th September
National Education Day (On birthday of Maulana Abul Kalam Azad – 1st education minister of independent India)	11th November
Dyslexia Awareness Week	5th – 11th October
Dyspraxia week	6th – 12th October
World Cerebral Palsy Day	6th October
World Sight Day	8th October
World Mental Health Awareness Day	10th October
International Day of Persons with Disabilities	3rd December

IMPORTANT COMMITTEES AND COMMISSIONS:

Before Independence

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Name of Committees/ Commissions	Year	Governor-General/Viceroy
Charles Wood Despatch	1854	Lord Dalhousie
Hunter Commission	1882	Lord Ripon
Raleigh Commission	1902	Lord Curzon
Sadler Commission	1917	Lord Chelmsford
Hartog Commission	1929	Lord Irwin
Sargent Plan	1944	Lord Wavell
Campbell Commission	1866	Sir John Lawrence
Stratchy Commission	1880	Lord Lytton
Lyall Commission	1886	Lord d Elgin-II
MacDonnell Commission	1900	Lord Curzon
Mansfield Commission	1886	Lord Dufferin
Fowler Commission	1898	Lord Elgin-II
Fraser Commission	1902	Lord Curzon
Babington Smith Commission	1919	Lord Chelmsford
Hunter Committee Report	1919	Lord Chelmsford
Muddiman Committee	1924	Lord Reading
Butler Commission	1927	Lord Irwin
Simon Commission	1928	Lord Irwin
Whitley Commission	1929	Lord Irwin
Sapru Commission	1935	Lord Linlithgow

Hilton young Commission	1939	Lord Linlithgow	
Chatfield Commission	1939	Lord Linlithgow	
FIoud Commission	1940	Lord Linlithgow	

After Independence

Committee	Year	Prime Minister	Education Minister
University Education Committee (Radhakrishnan Commission)	1948	Jawaharlal Nehru	Maulana Abul Kalam Azad (1st education minister of independent India)
Mudaliar Commission (Secondary Education Commission)	1952 – 53	Jawaharlal Nehru	Maulana Abul Kalam Azad
Kothari Commission	1964 – 66	Lal Bahadur Shastri	M. C. Chagla
National Education Policy	1968	Indira Gandhi	Triguna Sen
National Education Policy (Revised)	1986	Rajiv Gandhi	P. V. Narasimha Rao
Ramamurti committee	1990	Vishwanath Pratap Singh	Rajmangal Pandey
National Education Policy (Programme of Action)	1992	P. V. Narasimha Rao	Arjun Singh
National Advisory Committee / Yashpaal committee (For burden on school students. Set up on 1st March 1992) Report: Learning without burden (1993)	1992 – 93	P. V. Narasimha Rao	Arjun Singh
Sarva Siksha Abhiyan (SSA)	2001 – 02	Atal Bihari Vajpayee	Murli Manohar Joshi
National Steering Committee	2004	Manmohan Singh	Arjun Singh
National Curriculum Framework (NCF)	2005	Manmohan Singh	Arjun Singh

Rashtriya Madhyamik Siksha Abhiyan (RMSA)	2009	Manmohan Singh	Arjun Singh
Right To Education (RTE) Act	2009	Manmohan Singh	Kapil Sibal
Samagra Sikhya	2018 – 19	Narendra Modi	Prakash Javadekar
New Education Policy (NEP)	2020	Narendra Modi	Ramesh Pokhriyal Nishank

Important Points to Remember on Psychologists and Educationists:

1. Father of psychology: Wilhelm Wundt (German Philosopher/Psychologist)

2. Father of educational psychology: E. L. Throndike (American psychologist)

> - The learning theory which represents the original framework S-R framework of behavioural psychology
> - Trial and error learning theory
> - Conducted experiment on- Cat
> - Transfer of learning (Positive, Negative, Zero)

3. Father of behaviourism: J. B Watson (American psychologist)

4. Father of functionalism: William James (American philosopher)

5. Father of structuralism: Wilhelm Wundt

6. Father of idealism: Plato (Greek Philosopher)

7. Father of realism: Aristotle

7. Classical conditioning/Pavlovian or Respondent Conditioning/Signal Learning: Ivan Pavlov (Russian Psychologist)

Conducted experiment on: Dog

8. Operant Conditioning / Instrumental conditioning / Programmed learning: B. F. Skinner (American Psychologist)

Conducted experiment on: Rat, Pigeon

9. Insightful Learning Theory: Kohler (German Psychologist)

Conducted experiment on: Chimpanzee

10. Social learning theory: Albert Bandura (Canadian American psychologist)

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Bobo doll experiment

11. Discovery learning theory: Jerome Brunet (American psychologist)

12. Drive theory of learning: Clark Hull (American psychologist)

13. Hierarchy of learning by: Robert Mills Gagne (American psychologist)

14. Learning a tripolar process/Learning by doing/Father of progressive education: John Dewey (American philosopher)

15. Hierarchy of needs by: Abraham Maslow (American Psychologist)

16. Psychosocial stages of development by: Erik Erikson (German American Psychologist)

17. Four distinct stages of cognitive development by: Jean Piaget (Swiss Psychologist)

18. Socio-cultural theory of cognitive development: Lev Vygotsky (Russian Psychologist)

19. Stages of moral development: Lawrence Kohlberg (American psychologist)

20. Father of Psychoanalysis: Sigmund Freud (Austrian Neurologist)

21. The term Intelligence first coined by: William Stern (German psychologist)

22. The formula to derive intelligence quotient (IQ) was

given by: Lewis Terman (American psychologist)

23. The concept of MA was given by: Alfred Binet (French psychologist)

24. The first intelligence Test was conducted by: Binet and Simon

25. Uni Factor Theory of intelligence given by: Alferd Binet

26. Two Factor Theory of intelligence given by: Charles Spearman (British psychologist)

27. Triarchic Theory of intelligence given by: Sternberg (American psychologist)

28. Group Factor Theory of intelligence given by: Thurstone (American psychologist)

29. Multi Factor Theory of intelligence given by: E. L. Throndike (American psychologist)

30. Multiple intelligence given by: Howard Gardner (American psychologist)

31. 3D Model of intelligence given by: J p Guilford (American Psychologist)

32. Frames of mind: By Haward Gardner

33. Conditions of learning: Gagne

34. Adolescence Period of identity crisis: Erickson (German-American psychologist)

35. Adolescence period of stress and strain: Stanley Hall (American psychologist)

36. Behaviourists: Pavlov, Skinner, Throndike, J. B Watson

37. Constructivists: Jhon Dewey, Maria Montessori, Lev Vygotsky, Jean Piaget, Heinz Von Foerster, George Kelly, Jerome Bruner

38. Founder of Constructivism: Jean Piaget

39. Guestlists: Wertheimer, Koffka, Kohler

40. Chief exponents of Idealism: Socrates, Plato, Descartes, Frobel, Vedic Rishis, Swami Dayanand Saraswati, Rabindranath Tagore, Aurobindo Ghosh

41. Pragmatists: Protagoras, Heraclitus, Gorgias, Charles S. Piers, William James, Jhon Dewey, W. H. Kilpatrick, J. L ChildRatners

42. Naturalists: Rousseau, Bacon, Herbert Spencer, Huxley, Bernard Shaw, Comenius

43. Realists: Aristotle, John Locke, Bertand Russell, Irasmus, Milton, Whitehead, Cominius Rebellias, Mulcaster, Francis Bacon

44. Project method: W. H. Kilpatrick

45. Play way method: H. C. Cook

46. Kindergarten method: Frobel

47. Question answer method/Socratic method: Socrates

48. Lecture method: Aristotle

49. Discovery method: Bruner

50. Heuristic method: H. E. Armstrong

51. Didactic method: Maria Montessori

52. Humanistic approach / Personality Theory: Carl Roger

53. 1ˢᵗ intelligence study by: Sir Francis Galton (Father of Eugenics)

54. Father of Intelligence Test: Alfred Binet

55. The term Emotional Intelligence was popularised by: Daniel Goleman

Important Definitions on Growth, Development, Adolescence, Learning, Intelligence, Education and Curriculum:

Growth:

Crow and Crow: Growth refer to structural and physiological changes

Proffit: Growth usually refers to an increase in size and number

Todd: Growth refer to increase in size

Huxley: Self manipulation of living substance

Watson and Lowery: Growth means an increase in the physical size of the whole or any of its parts

Hurlock: Growth is change in size , in proportion disappearance of old features and acquisition of new ones

Frank: It is the manipulation of cells i.e. growth in height and weight or it may be changes in the particular aspects of the body or it means increase and enlargement of body or some part of the body.

Gessel: Growth carries a more dynamic connotation which organically ties the present with the past and directs it towards the future.

Development:

Peary: Development means the whole sequence of life from conception to death.

Frank: Development may imply the change in organism as a whole.

Marlow: Development refers to progressive increase in skill and capacity.

Proffit: Development is increase in complexity.

Todd: Development is a progress towards maturity.

Horlock: Progressive series of changes that occur in an orderly , predictable pattern as a result of maturation and experience.

Libert, Poulous and Marmor: Development refers to a process of change in growth and capability over time, as function of both maturation and interaction with the environment.

J. E. Anderson: Development is concerned with growth as well as those changes in behaviour which results from environmental situations

Adolescence:

Erikson: period of Identity crisis

Stanley Hall: Period of stress and strain/Period of storm and strike

A. T. Jersild: Adolescence is a span of fears during which girls and boys move from childhood to adulthood mentally, emotionally and physically.

D. Rogers: Adolescence as a process of achieving the attitudes and beliefs needed for effective participation in the society.

Piaget: Adolescence is the age when individuals become integrated in to the society of adults, the age when child no longer feels that he is below the level of his elders but equal, at least in in rights.

Bigner: Adolescence can be defined as a stage in the life cycle between 13 to 18 years of age characterized by increasing independence from adult controls, rapidly occurring physical and psychological changes, exploration of social issues and concerns increased focus on activities with a peer group and establishment of a basic self-identity.

Learning:

Crow and crow: Learning is the acquisition of habit, knowledge, and attitude. It involves new ways of doing things and it operates in an individual's attempt to overcome obstacles or to adjust to a new situation.

Skinner: Learning is the process of progressive behaviour adaptation.

Munn: To learn is to modify behaviour and experience.

M. L. Bigge: Learning may be considered as, change in insights, behaviour, perception, motivation or combination of these.

Gardner Murphy: The term learning covers every modification in behaviour to meet environmental requirements.

Henry P. Smith: Learning is the acquisition of new behaviour or Strengthening or weakening of old behaviour as a result of experience.

Gates: Learning is the modification of behaviour through experience and training.

J. F Travers: Learning is a process that result in the modification of behaviour.

Kingsley and R Garry: Leaning is the process by which behaviour is originated or changes through practice or training.

Kimble: Learning is a relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice.

Colvin: Learning is the modification of our behaviour due to experiences.

J. P Guilford: Learning is any change in behaviour, resulting from behaviour.

E. A. Peel: Learning is a change in the individual following upon changes in the environment.

Wordsworth: Any activity can be called learning so far as it develops the individual and makes him alter behaviour and experiences different from what they would otherwise have been.

Intelligence:

Alfred Binet: Intelligence means the capacity to judge well, reason well and to comprehend well.

Terman: Intelligence means the ability to think in terms abstract ideas.

Thorndike: Intelligence means power of good response from the point of view of truth or fact.

Stern: Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It the general mental adaptability to new problems and conditions of life.

Wagon: Intelligence is the capacity to learn and adjust to relatively new and changing conditions.

Jean Piaget: Intelligence is the ability to adapt to one's Surroundings.

Freeman: Intelligence means the capacity to recognise one's behaviour patterns so as to act more effectively and more appropriately in novel situations.

Garrett: Intelligence means a set of abilities demanded in the solution of problems which require the comprehension and use of symbols i. e words, numbers, diagrams, equations, formulas etc.

H Gardner: Intelligence is the ability to solve problems or to create products that are valued within one or more cultural setting.

J. P Guilford: Intelligence is performing an operation on a specific type of content to produce a particular product.

Thurstone: Intelligence considered as a mental trait, is the capacity to make impulses focal at their early unfinished stage of formation. It is therefore the capacity for abstraction which is an inhibitory process.

Wechsler: Intelligence means the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.

Geddard: Intelligence means the degree of availability of one's experiences for the solution of immediate problems and the anticipation of future one's.

Wordsworth and Marquis: Intelligence means the intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task.

Education:

Indian Concepts:

Bhagavad-Gita: "Nothing is more purifying on earth than knowledge."

Rig Veda: "Education is something which makes man self-reliant and self-less."

Upanishad: "Education is that whose end-product is salvation"

Aurobindo Ghosh: "Education is helping the growing soul to draw out that is in itself."

A. S. Altekar: "Education has always been regarded in India as a source of illumination and power which transforms and ennobles our nature by the progressive and harmonious development of our physical, mental, intellectual and spiritual powers and faculties."

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Gopabandhu: "By education, I do not mean the teaching in school, education is what was imparted in the ancient Indian institutions and the centres of religion throughout the province."

Guru Nanak: "Education is self-realization and service of the people."

Kannada: "Education means development of self-contentment"

Kautilya: "Education means training for the country and love for the nation."

Mahatma Gandhi: "By education, I mean an all-round drawing out of the best in the child and man- body, mind and spirit."

Panini: "Human education means the training one gets from nature."

Shankaracharya: "Education is the realization of self."

Sri Aurobindo: By education, Sri Aurobindo means that "which will offer the tools whereby one can live for the divine, for the country, for oneself and for others and this must be the ideal in every school which call itself national."

Swami Dayananda: "Blessed are the men and women whose minds are centred on the acquisition of knowledge, who possess sweet and amiable tempers, who cultivate truthfulness and other similar virtues, who are engaged in altheuistic work as prescribed by the Vedas."

Tagore: "The widest road leading to the solution of all our problems is education."

Tagore: "Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power bur of love, making this truth its own and giving expression to it."

Vivekananda: "Education means the manifestation of the divine perfection, already existing in man."

Yajnavalkya: "Education is that which makes a man of good character and useful to the society.

Zakir Hussain: "Education is the process of the individual mind getting to its full possible development… ……. It is a long school which lasts a life time."

University Education Commission: Education, according to Indian tradition, is not merely a means to earning a living, nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, a training of human souls in pursuit of truth and the practice of virtue. It is a second birth "*dvityam janma*".

Indian Education Commission (1964-66) states that education ought to be related to the life, needs and aspirations of the people so as to be a powerful instrument of social, economic and cultural transformation.

Western Concepts:

Adams: "Education is a conscious and deliberate process in which one's personality acts upon another in order to modify the development of that other by the communication and manipulation of knowledge."

Aristotle: "Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists.

Comenius: "All those who are born as human beings need education because they are destined to be real man, not wild beats, dull animals and clumps of wood."

Friedrich William Froebel: "Education is enfolded of what is already enfolded in the germ. It is the process through which the child makes internal external."

Heinrich Pestalozzi: "Education is natural harmonious and progressive development of man's innate powers."

Herbart Spencer: "Education is complete living."

John Dewey: "Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities."

Milton: "I call, therefore, complete and general education that which fits a man to perform just by; skillfully and magnanimously all the offices, both private and public of peace and war."

Plato: "Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of."

Redden: "Education is the deliberate and systematic influence, exerted by the mature person upon the immature through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human beag, according to individual and social needs and directed towards the union of the educant with his Creator as the final end."

Ross: "The aim of the education is the development of valuable personality and spiritual individuality."

Rousseau: "Education of man commences at his birth before he can speak, before he can understand he is already instructed. Experience is the fore-runner of precept."

Socrates: "Education means the bringing out of the ideas of universal validity which are latent in the mind of everyman."

Thomson: "By education I mean the influence of the environment upon the individual to produce a permanent change in his habits of behaviour of thought and of attitude."

T. Raymont: "Education is a process of development from infancy to maturity, the process by which he adopts himself gradually in various ways of his physical, social and spiritual environment."

T.P. Nunn: "Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity."

Ulich Robert: "It (Education) is the constant instruction among people and between people and the objective world."

Curriculum:

Year	Author	Definitions
1902	John Dewey	Curriculum is a continuous reconstruction, moving from the child's present experience out into that represented by the organized bodies of truth that we call studies . . . the various studies . . . are themselves experience— they are that of the race.
1918	Franklin Bobbitt	Curriculum is the entire range of experiences, both directed and undirected, concerned in unfolding the abilities of the individual.
1927	Harold O. Rugg	[The curriculum is] a succession of experiences and enterprises having a maximum lifelikeness for the learner . . . giving the learner that development most helpful in meeting and controlling life situations.
1935	Hollis Caswell in Caswell & Campbell	The curriculum is composed of all the experiences children have under the guidance of teachers. . . . Thus, curriculum considered as a field of study represents no strictly limited body of content, but rather a process or procedure.
1935	Hollis Caswell & Doak Campbell	All the experiences children have under the guidance of teachers.
1936	Robert Hutchins	The curriculum should consist of permanent studies-rules of grammar, reading, rhetoric and logic, and mathematics (for the elementary and secondary school), and the greatest books of the western world (beginning at the secondary level of schooling).
1941	Thomas Hopkins	Those learnings each child selects, accepts, and incorporates into himself to act with, on, and upon, in subsequent experiences.
1956	Bestor	The curriculum must consist essentially of disciplined study in five great areas: 1) command of mother tongue and the systematic study of grammar, literature, and writing. 2) mathematics, 3) sciences, 4) history, 5) foreign language
1957	Ralph Tyler	[The curriculum is] all the learning experiences planned and directed by the school to attain its educational goals.
1957	Krug	Curriculum consists of all the means of instruction used by the school to provide opportunities for student learning experiences leading to desired learning outcomes.
1957	B. Othanel Smith	A sequence of potential experiences is set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. This set of experiences is referred to as the curriculum.
1960	W. B. Ragan	All experiences of the child for which the school accepts responsibility.
1962	Hilda Taba	"All curricula, no matter what their particular design, are composed of certain elements. A curriculum usually contains a statement of

		aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes."
1962	P. Phenix	The curriculum should consist entirely of knowledge which comes from the disciplines... Education should be conceived as a guided recapitulation of the process of inquiry which gave rise to the fruitful bodies of organized knowledge comprising the established disciplines.
1963	Goodman	A set of abstractions from actual industries, arts, professions, and civic activities, and these abstractions are brought into the school-box and taught
1967	Robert Gagne	Curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units (in the sequence) have already been mastered by the learner.
1967	Duncan and Frymier	a set of events, either proposed, occurring, or having occurred, which has the potential for reconstructing human experience.
1967	Johnson	Curriculum is a structural series of intended learning outcomes. Curriculum prescribes (or at least anticipates) the results of instruction. It does not prescribe the means... To be used in achieving the results.
1968	Harnack	The curriculum embodies all the teaching-learning experiences guided and directed by the school.
1968	Musgrave	The contrived activity and experience- organized, focused, systematic- that life, unaided, would not provide.
1968	Shaver and Berlak	situations or activities arranged and brought into play by the teacher to effect student learning.
1970	James Popham & Eva Baker	[Curriculum is] all planned learning outcomes for which the school is responsible. . . . Curriculum refers to the desired consequences of instruction.
1970	Ronald Doll	The curriculum is now generally considered to be all of the experiences that learners have under the auspices of the school.
1971	Bell	The offering of socially valued knowledge, skills, and attitudes made available to students through a variety of arrangements during the time they are at school, college, or university.
1974	J. Galen Saylor, William M. Alexander, and Arthur J. Lewis	"We define curriculum as a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single school centre for persons to be educated."
1977	Albert Oliver	curriculum is "the educational program of the school" and divided into four basic elements: 1) program of studies, 2) program of experiences, 3) program of service, 4) hidden curriculum.
1980	Hass	The curriculum is all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals

1987	Glen Hass	The set of actual experiences and perceptions of the experiences that each individual learner has of his or her program of education.
		and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice.
1988	Ronald C. Doll	"the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school."
1989	David G. Armstrong	Curriculum is a master plan for selecting content and organizing learning experiences for the purpose of changing and developing learners' behaviours and insights."
1989	Peter F. Oliva	"the program, a plan, content, and learning experiences."
1989	Jon Wiles and Joseph Bondi	curriculum is a goal or set of values, which are activated through a development process culminating in classroom experiences for students. The degree to which those experiences are a true representation of the envisioned goal or goals is a direct function of the effectiveness of the curriculum development efforts.
1990	Decker Walker	A curriculum consists of those matters: A. that teachers and students attend to together, B. that students, teachers, and others concerned generally recognize as important to study and learn, as indicated particularly by using them as a basis for judging the success of both school and scholar, C. the manner in which these matters are organized in relationship to one another, in relationship to the other elements in the immediate educational situation and in time and space.
1995	Daniel Tanner & Laurel Tanner	The reconstruction of knowledge and experience that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience.
1997	J. L. McBrien & R. Brandt	[Curriculum] refers to a written plan outlining what students will be taught (a course of study). Curriculum may refer to all the courses offered at a given school, or all the courses offered at a school in a particular area of study
2006	D. F. Brown	All student school experiences relating to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating well, writing more effectively, reading more analytically, and conducting research to solve problems.
2009	E. Silva	An emphasis on what students can do with knowledge, rather than what units of knowledge they have, is the essence of 21st-century skills.
2010	Indiana Department of Education	Curriculum means the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

Origin of Important Words:

Pedagogy: originated from Greek word "Paidagogos" (Paida means child and paidagogos means slave)

Adolescence: From Latin word "Adolocere" – means to grow up

Puberty: From Latin word – "Pubertas" – means the age of maturity

Grade: From Latin word Gradus means -Step

Education: From Latin word "Educare", "Educere", "Educatum" Means: "To nourish", "To lead out", "The act of teaching" respectively

Intelligence: From Latin word "Intelligere" which means "To understand"

Curriculum: originated from Latin word "currere" - means "to run /race course"

Emotion: Derived from Latin word "emovere" means "to stir up"

Growth and Development

Growth: It is the process of physical maturation resulting an increase in size of the body and various organs. It is quantitative in nature.

Development: According to Hurlock it is a progressive series of changes that occur in an orderly predictable pattern as a result of maturation and experience. It is both quantitative and qualitative in nature.

Basic Difference between growth and development:

Difference between growth and development

S. No	Growth	Development
1	Quantitative	Both Qualitative & Quantitative
2	Objectively observed & measured	It cannot be measured.
3	It does not continue throughout life span. Stops after maturation.	It is continuous in all areas of mental activity.
4	It is one aspect of development.	It is complex and many sided.
5	It occurs in different parts.	changes in the organisms.
6	It is not directional.	It is progressive and sequential.
7	It is not uniform in all the parts.	Rate of development is not uniform.
8	Individual differences exist.	Children differs in the level of devp.
9	It is not affected by learning.	Learning & experience affects.
10	Growth may or not lead to development.	Development is integrative. Devp in one aspects promotes the devp in other aspects.

All principles of development:

- it is a continuous process

- principle of individual difference

- principle of direction

> A. Cephalocaudal: head to toe

> B. Proximodistal: center to periphery
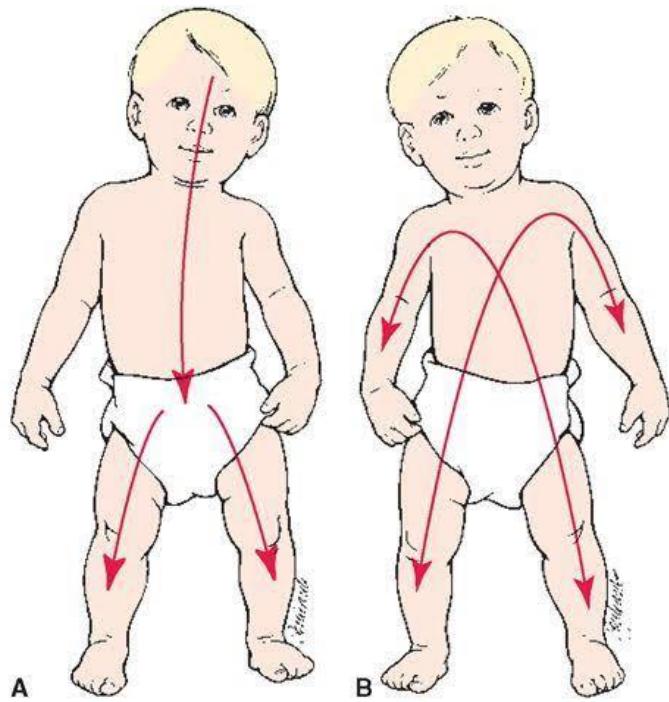
- principle of integration and interrelation

- principle of spiral nature

- Principle of proceeding from general to specific

- principle of uniform pattern/sequence

**** Development = Product of heredity and environment

Or

Development = Product of maturation and learning

Stages of development:

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Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

Infancy: 0 - 2 years

Early childhood: 2 – 6 years (sensitive period for language development)

Later childhood: 7 - 11years

Adolescence: 13 – 19 years (period of stress and strain, storm and strike by Stanley Hall)

Adulthood: 20 years onwards

Factors affecting development:

Factors influencing Growth and Development
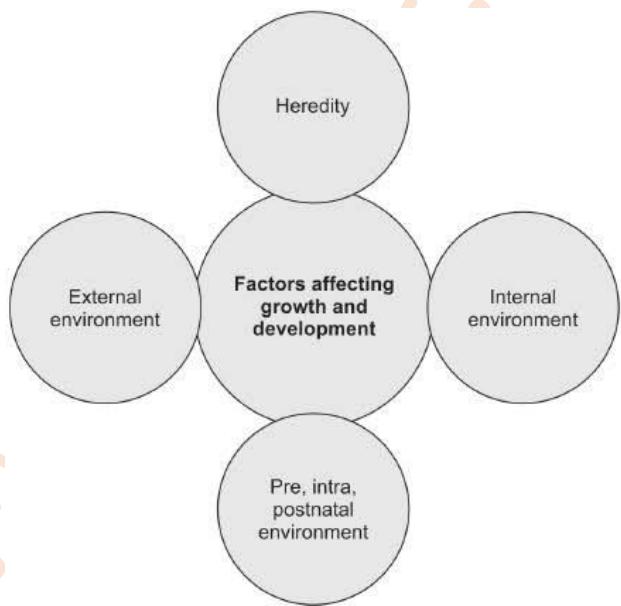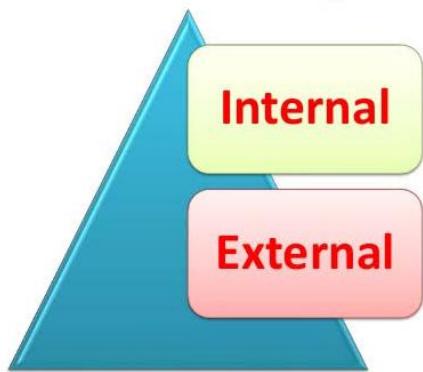
Internal

External

Internal factors:
- Hereditary factor
- Biological and constitutional factor
- Intelligence
- Emotional factor
- Social nature

External factors:
- Environment in the womb of the mother (prenatal environment)
- Environment after birth (postnatal environment)

Factors Affecting Different Developmental Aspects

Cognitive Aspects:

Cognition: The word cognition is derived from the Latin word '*cognoscere*', which means '*to know*' or '*to recognise*' or '*to conceptualize*'.

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

Cognition is the mental process or action of acquiring knowledge and understanding through thought, experience and senses.

Cognitive development:

Cognitive development is the acquisition of the ability to think, reason and problem solving.

Cognitive development is a gradual and orderly changes by which mental processes become more complex.

Piaget's theory of cognitive development:

Jean Piaget – Swiss Psychologist / Cognitive constructivist

Factors: maturation, experience, social interaction, equilibrium
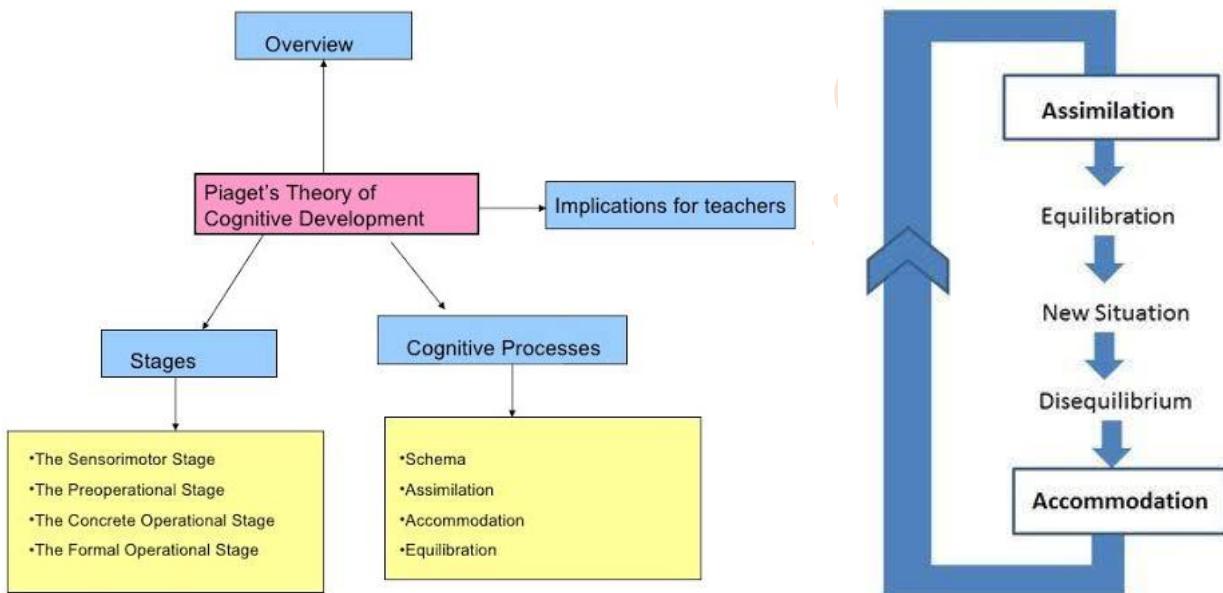
Important terms:

Schema: existing knowledge/chamber of information

Assimilation: to add a new information

Accommodation: to modify the existing information

4 stages of cognitive development:

- Sensorimotor (0-2 years)

    Imitation, learns through senses, object permanence

- Preoperational (2-6 years)

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

Toy - age
Egocentric behaviour
Irreversible thinking
Lack of conservation
Illogical reasoning
Intuitive thought

- Concrete operational (7-11 years)

School age/play age

Logic begins

Conservation achieved

Reversible thinking

- Formal operational (11 -16 years)

  Deals with abstract things

  Hypothetico-deductive reasoning

Social Aspects:

Erickson's Psychosocial development theory:

Erik Erikson: German-American psychologist

Given: Psychosocial stages of development

According to Erikson: Adolescence period is known as – **Identity crisis**

What is psychosocial development?

Personality is developed from what a person learns from social interaction.

Erikson maintained that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. During each stage, the person

experiences a psychosocial crisis which could have a positive or negative outcome for personality development.

Erikson believes that personality develops in a series of stages.

Main elements:

- Ego Identify (Conscious sense develops through social interaction)
- Sense of competence

Stages of development:

Stages of Psychosocial Development

Legend:
- Infant
- Toddler
- Pre-schooler
- Grade-schooler
- Teenager
- Young Adult
- Middle-age Adult
- Older Adult

Trust vs Mistrust
Autonomy vs Shame & Doubt
Initiative vs Guilt
Industry vs Inferiority
Identity vs Role Confusion
Intimacy vs Isolation
Generativity vs Stagnation
Integrity vs Despair

Increases in Complexity

Proposed by Erik Erikson
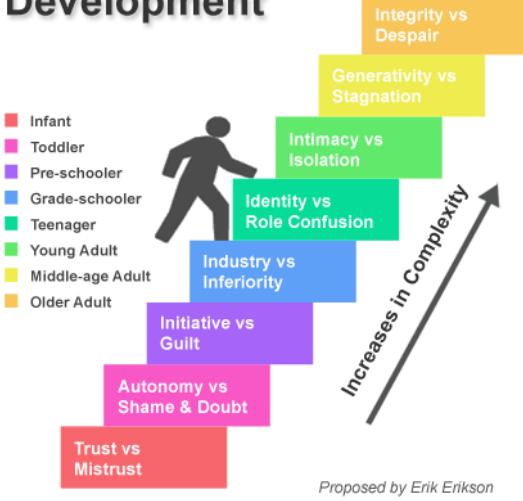
Approximate Age	Psychosocial Crisis/Task	Virtue Developed
Infant - 18 months	Trust vs Mistrust	Hope
18 months - 3 years	Autonomy vs Shame/Doubt	Will
3 - 5 years	Initiative vs Guilt	Purpose
5 - 13 years	Industry vs Inferiority	Competency
13 - 21 years	Identity vs Confusion	Fidelity
21 - 39 years	Intimacy vs Isolation	Love
40 - 65 years	Generativity vs Stagnation	Care
65 and older	Integrity vs Despair	Wisdom

Moral Aspects: **(Stages of Moral Development)**

Given by: Lawrence Kohlberg (American psychologist)

Kohlberg's famous: Heinz Dilemma story
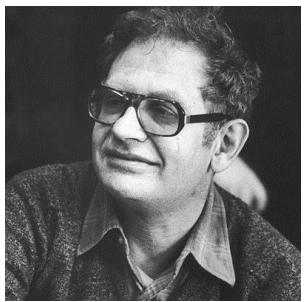
KEY POINTS

- Moral reasoning, moral Dilemma
- Lawrence Kohlberg expanded on the earlier work of cognitive theorist Jean Piaget to explain the moral development of children, which he believed follows a series of stages.
- Kohlberg defined three levels of moral development: preconventional, conventional, and postconventional. Each level has two distinct stages.
- During the preconventional level, a child's sense of morality is externally controlled. Children accept and believe the rules of authority figures, such as parents and teachers, and they judge an action based on its consequences.
- During the conventional level, an individual's sense of morality is tied to personal and societal relationships. Children continue to accept the rules of authority figures, but this is now because they believe that this is necessary to ensure positive relationships and societal order.
- During the postconventional level, a person's sense of morality is defined in terms of more abstract principles and values. People now believe that some laws are unjust and should be changed or eliminated.
- Kohlberg's theory has been criticized for its cultural and gendered bias toward white, upper-class men and boys. It also fails to account for inconsistencies within moral judgments.

STAGES OF MORAL DEVELOPMENT

Level 1: Preconventional Morality

Stage 1 (Obedience and Punishment)

Stage 2 (Individualism and Exchange)

Level 2: Conventional Morality

Stage 3 (Developing Good Interpersonal Relationships)

Stage 4 (Maintaining Social Order)

Level 3. Postconventional Morality

Stage 5 (Social Contract and Individual Rights)

Stage 6 (Universal Principles)

Moral Stages as Proposed by Lawrence Kohlberg
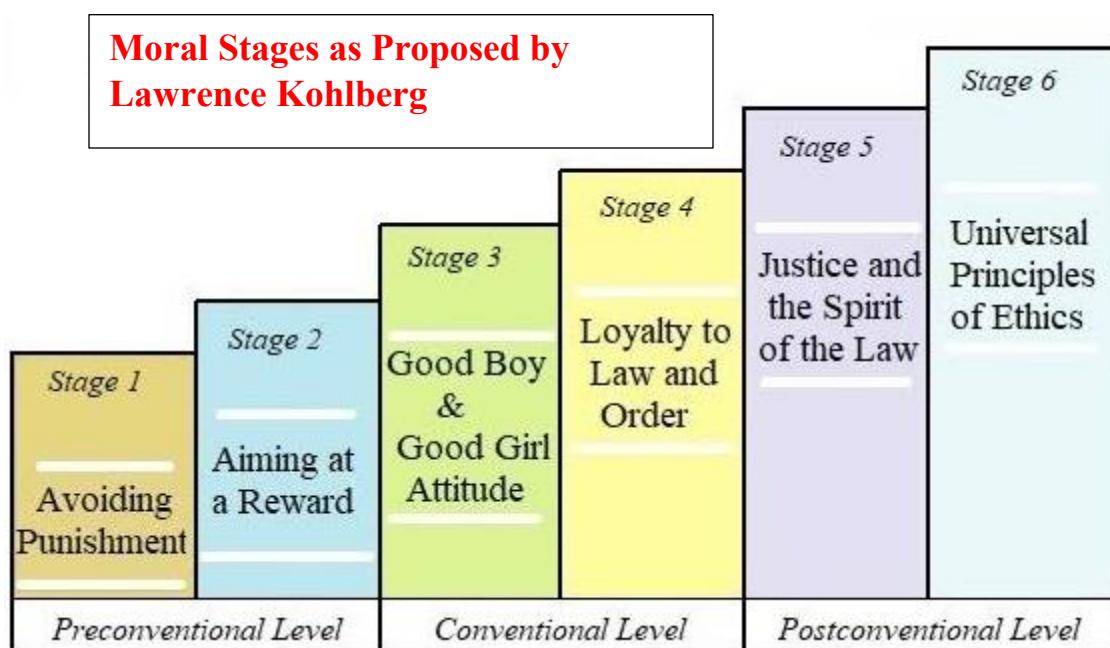
Language Development

What is language?

Medium of communication.

***Sensitive period of language development – Early childhood period

Language and thought:

Piaget and Vygotsky's concept:

Piaget: First thought then language

Vygotsky: First language then thought

Language Acquisition and Language Learning:

According to Noam Chomsky, Children must be born with an innate capacity for language development.

LAD - Language **A**cquisition **D**evice

Language skills:

- Listening
- Speaking
- Reading

- Writing

Stages of language development:

- Receptive stage – Observes the surroundings and tries to understand the words and sounds
- Productive stage –
  - babbling (unable to produce meaningful word)
  - Phonemes (smallest unit of a sound)
- One word stage –
  - Morphemes: smallest meaningful word / Smallest unit of a word
- Two-word stage –
  - This type of language is also known as *telegraphic speech*

Birth - Crying
6 weeks - Cooing
6 months - Babbling
12 to 18 months - One word stage
2 years - Two word stage / Telegraphic speech

Emotional Development

Emotion: Derived from a Latin word "emovere" – Means "to stir up"

What is emotion?

Emotions are complex psychological and biological responses consisting of subjective feelings, psychological reactions, and expressive behaviours to internal and external stimuli.

The mental thinking or feeling of a person at a particular instant of time knowingly or unknowingly is called emotion.

What is emotional development?

Emotional development refers to the ability to recognize, express, and manage feelings

At different stages of life to have empathy for the feelings of others.

The core of an emotion is feelings. Emotional experiences are associated with some instincts.

Common emotional pattern in childhood:

- Fear
- Anger
- Jealousy
- Joy

- Pleasure and delight
- Sorrow
- Curiosity

Kinds of Emotions:

    1. Positive emotions:

        Example: Love, Joy, Pleasure, Curiosity

    2. Negative emotions:

        Example: Fear, Anger, Jealousy

Emotional Development Develops due to;

- Maturation
- Learning

Factors affecting emotional development:

- Health and physical development
- Intelligence
- Family environment
- Social environment
- School environment

Stages of emotional development:

- During infancy
- During childhood
- During adolescence
- During adulthood

Needs and Problems at Childhood and Adolescence

Needs: Two types

    1. Physiological or primary needs

    2. Psycho-Social needs or Secondary needs

Psychological needs of children:

- Attention
- Acceptance
- Respect

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- Belonging
- Love
- Achievement
- Friendship
- Need for self -expression and self-actualization

Needs of adolescents:

Physiological or primary needs:

Need for food, water, oxygen, rest, sleep etc.

Psycho-Social needs or Secondary needs:

- Need for security
- Need for love
- Need for recognition and approval
- Need for achievement
- Need for freedom and independence
- Need for self -expression and self-actualization

Role of parents and teachers in satisfying needs: The parents and teachers should realize the needs of the adolescents and take appropriate steps to fulfil their needs.

Problems at Childhood and Adolescents:

Childhood:

- Feeding problems
- Habit disorders
- Speech problems
- Sleep problems
- Adjustment problems
- Emotional problems
- Antisocial problems
- Temper tantrum
- Excessive anxiety
- Abnormal mood swings
- Hyper reactivity
- Aggression
- School phobia
- Jealousy

Adolescence:

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

- Problems of adjustment relating to Physical growth and development
- Problems of adjustment relating to mental development
- Problems of adjustment relating to emotional development
- Problems of adjustment relating to environment in schools
- Problems of adjustment relating to
  1. Economic background of the family
  2. Social background of the family

Causes of behavioural and emotional problems:

- Heredity
- Environment
- Family
- Brain disorder
- Diet
- Poverty
- Neglect
- Parental attitude

Vygotsky's Socio-Cultural Theory

Lev Vygotsky - A *Russian psychologist* and also a *social constructivist*.

Factors involved in Vygotsky's Theory:

- Language
- Society
- Culture

Important terms associated with Vygotsky's Theory:

- Zone of proximal development (ZPD)
- More knowledgeable other (MKO)
- Scaffolding
- Peer tutoring
- Reciprocal teaching
- Co-operative learning
- Collaborative learning
- Inter-subjectivity
- Group participation

ZPD:

It is simply the area in which child is able to do something with the help of MKO. We also called this as the area gap between what a child can do independently and what a child can't do.

ZPD and scaffolding

Knowledgeable others — Technology and tools

What I can learn on my own

What I can learn with help (ZPD)

Beyond my reach

MKO:

More knowledgeable others (MKO) are those who may be of same age group or may be higher but having greater knowledge level and having more experience and capacity to deal with the problem.

Scaffolding:

It's a temporary help which is needed to improve the skill and after the child improved the skill there is no need of scaffolding in that particular area.

Vygotsky's concept on language:

- According to Vygotsky's speech and thought are independent at first and when a child will reach at the age of 3 then the speech and thought become inter-related with each other.
- He told about 3 types of speech

   1. Social speech (0-2yrs)

   2. Private speech (3yrs)

   ***According to Piaget this is called egocentric speech.**

   3. Silent inner speech (7yrs)

- According to Vygotsky the basis of cognitive

development depends upon

   a. Culture

   b. social factors

   c. Role of language

- He believes language develops from social interactions and it is the greatest tool to deal the world.
- According to Vygotsky first language then thought.
- Educational Implications:
  - ➤ The concept of scaffolding and ZPD will help the learner to construct his knowledge with the help of social interaction, language and culture.

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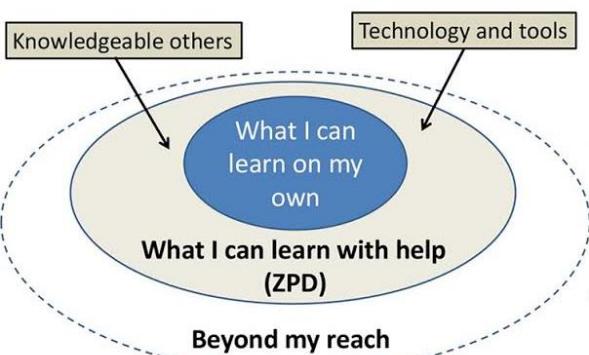
> ➤ Child will socially construct his knowledge by reciprocal teaching, co-operative and collaborative learning.

INTELLIGENCE

"An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings." - **H. Gardner**

"Intelligence is the ability to adapt to one's surroundings." - **Piaget**

Intelligence came from Latin word: "Intelligere"

Means: "To understand"

Frames of mind: Book by H. Gardner

Binet: French Psychologist

Spearman: British Psychologist

Lewis Terman: American psychologist

William stern: German psychologist

Sternberg: American psychologist

Erikson: German-American psychologist

Thurstone: American Psychologist

G. P Guilford: American Psychologist

H. Gardner: American Psychologist

The term Intelligence first coined by - **William Stern**

The formula to derive intelligence quotient (IQ) was given by **- Lewis Terman**

$IQ = MA \div CA \times 100$

MA - Mental age

CA - Chronological age or actual age

The concept of MA was given by **- Alfred Binet**

The first intelligence was conducted by **- Binet and Simon**

Intelligence is associated with **convergent thinking.**

Concept of Mental age

- Mental age is a concept related to intelligence. It looks at how a specific child, at a specific age--usually today, now--performs intellectually

- The physical age of the child is compared to the intellectual performance of the child, based on performance in tests and live assessments by a psychologist.

- Mental age varies according to what kind of intelligence is measured

- Mental development of the children is measured in terms of mental age

THEORIES OF INTELIGENCE IN BRIEF:

UNI FACTOR THEORY OF INTELLIGENCE-

Given by -**Alferd Binet**

He gives the concept of g-factor or general ability

TWO FACTOR THEORY OF INTELLIGENCE-

Given by -**Charles Spearman**

He gave the concept of g- factor and s- factor

g -factor-general ability**- hereditary**

s-s-factor-specific ability**- can be improved by training**

If the g factor is not good then s-factor can't be improved.

TRIARCHIC THEORY OF INTELLIGENCE-

Given by - **Sternberg**

Practical or contextual intelligence

Creative or Experiential intelligence

Analytical or Components Intelligence

GROUP FACTOR THEORY OF INTELLIGENCE-

Given by - **Thurstone**

Spearman's two factor theory extended to Thurston's group factor theory

He gave seven primary mental abilities

N - Numerical

V - Verbal

S - Spatial

M - Memory

P - Perceptual

R - Reasoning

W - Word fluency

MULTI FACTOR THEORY OF INTELLIGENCE-

Given by - **E. L. Throndike**

Includes three types of intelligence

Social intelligence

Concrete intelligence

Abstract intelligence

These intelligences depend upon

L - Level

S - Speed

R - Range

A - Area

MULTIPLE INTELLIGENCE-

Given by - **Howard Gardner**

In his theory he talks about **8 types** of intelligence

Naturalistic- biologist,Gardner,farmer

Bodily kinaesthetic- swimmer,dancer,athletes

Logical-mathematical- mathematicians,bankers

Spatial- builder,civil engineer,architect

Musical- singer,composer

Linguistic- poet,lawyer,writer

Intrapersonal- philosopher,scientists

Interpersonal- therapists,councellors,teacher

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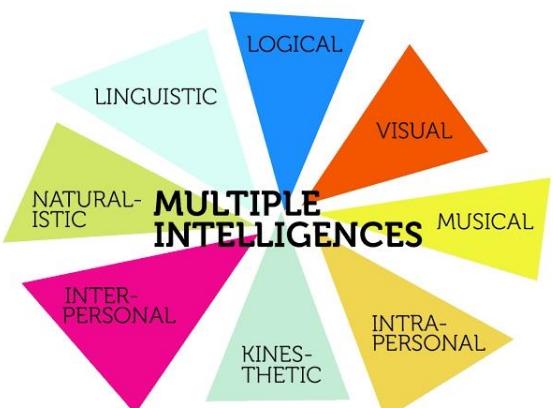
3D MODEL OF INTELLIGENCE-

Given by- **J p Guilford**

In his theory he included **3 aspects** on which basis the total **180 types** of intelligence were given. These are

- **Content**
- **Operations**
- **Products**
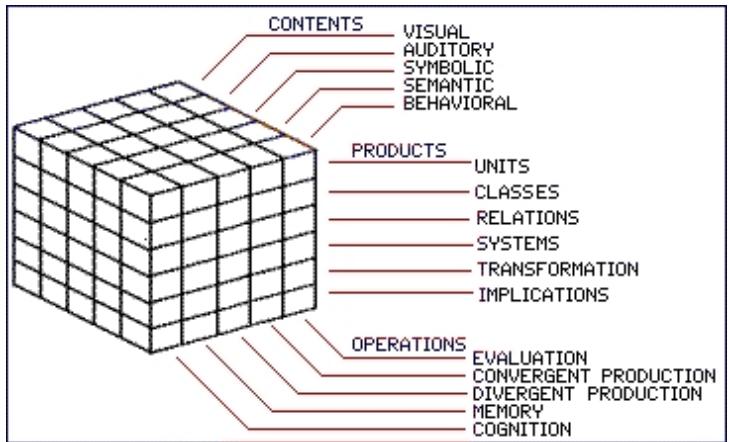
CRYSTAL AND FLUID MODEL OF INTELLIGENCE-

Given by**: Cattel**

Fluid intelligence (heredity): can't develop after 20

Fluid intelligence is associated with divergent thinking

Crystal intelligence (just like development and continues throughout life): modified and acquired from past experiences

IQ values

IQ values	Categories
140 or above	genius
130-139-	very superior
120-129	superior
110-119	above average
90-109	normal or average
80-89	below average
70-79	borderline or dull
50-69	moron or feeble-minded
25-49	imbecile
0-24	idiot

Intelligence test:

Two types

- **Individual test**
  - A. Verbal Test
  - B. Non-verbal Test
- **Group test**

Verbal Test Or language test:

These tests make use of language.

Non-verbal or Non-language test:

These types of tests mainly involve activities and here the use of language is not necessary.

Individual tests:

Stanford - *Binet Intelligence Test*

Wechsler Bellevue Intelligence Scales

1905 - Binet Simon test (**First intelligence test**)

Its new version is - **Stanford-Binet Intelligence Test**

In this intelligence assessment:

Age group: 2-23 years

Time: 30 to 90 minutes

$IQ = MA/CA * 100$

Stanford-Binet measures five factors of cognitive ability:

- o Fluid reasoning
- o Knowledge
- o Quantitative reasoning
- o Visual -Spatial Processing
- o Working memory

Test items:

- Vocabulary
- Block counting

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

- Abstract words
- Finding reason
- Word naming
- Repeating digits

Individual performance test:

Test items:
  o Block building or cube construction
  o To fit the blocks in the cube
  o Tracing a maze
  o Picture arrangement
  o Healy pictorial completion test

Wechsler scales:

Three scales:

WAIT: Wechsler Adult Intelligence test (16-74 years)

WISC: Wechsler Intelligence Scale for Children (6-16 years)

WPPSI: Wechsler preschool and primary school of intelligence (4-6 years)

In 1939, Wechsler made a modification of Terman's formula for IQ

$$Deviation\ IQ\ =\ Actual\ test\ score/Average\ score\ for\ norm\ group * 100$$

Wechsler Intelligence test consists of 11 sub sets:

Out of the 11 sub sets

6: verbal Intelligence

5: performance Intelligence

Verbal scale:

- Information
- Comprehension
- Arithmetic
- Similarities
- Digit span
- Vocabulary
- Word reasoning

- One who is good with words and reads a lot to do well in this part of the test

Performance scale:

- Digit symbol
- Picture completion
- Block design
- Picture arrangement
- Object assembly
- Matrix reasoning
- Mazes

Emotional Intelligence:

What is Emotion?

(Latin origin 'Emovere' – meaning is 'to stir up' or 'to excite')

Emotion is agitated or excited state of our mind and Body.

According to **William Wordsworth (1945)**: Emotion is a 'moved' or 'stirred up' sate of an organism.

It is a 'stirred up' sate of feeling, that is the way is appears to the individual himself.

It is disturbed muscular and glandular activity, that is the way it appears to an external observer.

Example: Fear, Anger, Disgust, Wonder, Love, Amusement etc.

Emotional Intelligence

The term '*Emotional Intelligence*' was introduced in *1990* by two American university professors **Dr. John Mayer** and **Dr. Peter Salovey.**

Emotional Intelligence may be defined as the capacity to reason with emotion in four areas:

- To perceive emotion,
- To integrate it in thought,

- To understand it and
- To manage it.

It is the capacity or skill to perceive, access and manage the emotion of one's self, of others, and of groups.

Definition:

John Mayer and Peter Salovey (1990):

"Emotional Intelligence is the form of social intelligence that involves the ability to monitor one's own and others feelings of Emotions, to discriminate among them and to use this information to guide one's thinking and action".

Danial Goleman (1998):

"Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships"

Emotional Intelligence consist four abilities:

- The capacity to accurately perceive Emotions
- The capacity to use emotions to facilitate thinking
- The capacity to understand emotional meanings
- The capacity to manage Emotion

Importance of Emotional Intelligence

- It allows thinking more creatively
- Use our Emotions to solve problems
- It appears to be an important set of psychological abilities that related to life success.
- It is empathy and communication skills as well as social and leadership skills that will be central to your success in life and personal relationships.
- Emotional intelligence is essential to interpersonal and intrapersonal relationships at school, at home and at work
- Emotions are a critical source of information for learning

- The basic unit of human memory is information in context plus feeling

- There is no separation of mind and emotions; emotion-thinking-learning are linked

- Emotional intelligence is helping to focus on what it means to be complete human beings

- All learning has an emotional base

Goleman's Five Emotional competencies

- Ability to identify the name of Emotional states (Emotion-thought-Action)

- The capacity to manage one's emotional states (Control, shift)

- The ability to enter in to emotional states (drive to achieve)

- The capacity to read, be sensitive and influence other people's emotions.

- The ability to enter and sustain satisfactory interpersonal relationships.

Components of Emotional Intelligence

Goleman identified the following five basic Emotional and Social competencies in Emotional Intelligence

1. Self-awareness

- Knowing One's Internal States, Preferences, Resources, And Intuitions.

- Knowing what we are feeling in the moment

- Using those preferences to guide our decision making

- Having a realistic assessment of our own abilities and

- A well-grounded sense of self confidence

2. Self-regulation

- Managing One's Internal States, Impulses, And Resources

- Handling our Emotions so that they facilitate rather than interfere with the task at hand

- Recovering well from distress

3. Self-motivation

- Emotional Tendencies That Guide Or Facilitate Reaching Goals

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- Using our deepest preference to move and guide us towards goals,

- To help us take initiative and strive to improve

4. Empathy

- Awareness Of Others' Feelings, Needs, And Concerns

- Recognizing and understanding other people's emotion.

- Sensing what people are feeling

- Being able to take their perspective

5. Social Skills

- Adeptness At Inducing Desirable Responses In Others

- Managing relationships

- Managing emotion of others

- Handling emotions in relationships well and accurately reading social situation and network

- Interaction smoothly

- Co-operation and team work

Emotional Quotient (EQ)

- The term Emotional Quotient (EQ) was coined by **BarOn** in **1988**

- EQ is a measure of one's Emotional Intelligence

- EQ is a person's ability to understand their own emotion and those of others, and to act appropriately using these emotions.

- **Dozier:** "EQ is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others".

CREATIVITY

What is Creativity?

Creativity is derived from the word '**creo**' meaning – '**to create**' or '**to make**'.

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Spearman (1931): "Creativity is the power of human mind to create new contents by transforming relations and generating new correlates".

Drevdahl (1956): "Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer".

Guilford (1959): "Creativity is the capacity to produce ideas that are both new and useful through divergent thinking".

Nature and Characteristics of Creativity:

- It is universal (individual, cast, colour, creed, age, location, culture)
- It is innate as well as acquired
- It produces something new or novel
- It is adventurous and open thinking (It encourages complete freedom to accept and express the multiplicity of responses)
- It carries ego involvement
- It has a wide scope
- No positive correlation between Creativity and Intelligence
- It rests more on divergent thinking than on convergent thinking
- It cannot be separated from intelligence
- Creativity and school achievement are not correlated
- Sociability and creativity are negatively correlated
- Creativity and anxiety often go together

Stages of Creative thinking:

Wallas (1926) has emphasized there are four stages to creative thinking.

1. Preparation
   - This stage consists of purposeful study and enquiry in order to collect experience and information needed to solve problem.
   - The plan of action is formulated by means of collecting and analyzing the information
2. Incubation

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- This stage is an absence of creative thinking about the problem,

- There is a period of rest when there is no obvious activity and progress.

- It seeks uncover new relationship among familiar facts

3. Illumination

- Sudden idea occurs through insight and it provide better solution to the problem.

- Thinker gets a insightful solution

4. Verification

- Illumination is tried out.

- Verify idea or solution, whether it is correct or not.

Elements of Creativity:

1. **Fluency:** The ability to think well and effortlessly in order to generate a quantity of ideas, responses, solutions or questions. (Brainstorming builds fluency)

Ex: List all things you can think of that are blue or have the word "blue" in them (Butterfly, sea, sky, blueberry)

2. **Flexibility:** ability to easily abandon old ways of thinking, adopt new ones, and produce ideas, responses, questions or solutions in a variety of categories. Flexibility generates a variety of ideas.

Ex: Write many uses of paper?

3. **Originality:** It is the ability to develop ideas that are statistically unusual, novel or unique

Ex: Invent a machine to help you clean your room. Be sure to write down details on how the machine works, what it uses, and what it is made of. Draw a picture of your new invention and give it a creative title.

4. **Elaboration:** The ability to add details in order to modify or expand upon an idea or a general scheme.

5. **Sensitivity:** the ability to notice and perceive the problems before others notice it or see it again.

Measurement of Creativity:

The psychological tool used to assess the creativity of an individual is known as creativity test.

It also assesses the extent of their creative abilities. For example:

- Wallach and Kogan Creative instruments,
- Torrance tests of Creative thinking,
- Minnesota Test of Creative thinking.

Verbal and Non-verbal test of Creativity:

It includes;

- Consequence test
- New relationship tests
- Product improvement test
- Picture construction test
- Line figure completion test
- Picture construction test

Role of Teacher in fostering student's creativity:

- Freedom to respond
- Opportunity for ego involvement
- Encouraging originality and flexibility
- Removal of hesitation and fear
- Providing appropriate opportunities and atmosphere for creative expression.
- Developing health habits among children
- Using the creative resources of the community
- Avoidance of blocks to creative thinking
- Proper organization of the curriculum
- Reform in the evaluation system
- Use special techniques for fostering creativity.
- Teaching by example

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Special techniques for fostering creativity:

Brainstorming

- Developed by – Osborn -1957
- It is the strategy or technique for allowing a group to explore ideas without judgment or censure. In practice,
- The children may be asked to sit in a group for solving a problem and attacking it without any inhibition from many angles
- In fact, literally storming it with a number of possible ideas and solutions. To start with, the students may be provided with a focus.
- **Three stages** (warm up, ideation and Evaluation)
- **Four steps** (Selecting a problem and challenges, Fact finding, Brain storming Stage, Evaluation)

Lateral thinking

- It is solving problems through an indirect and creative approach,
- Using reasoning that is not immediately obvious and involving ideas
- The term was coined in 1967 by Edward de Bono
- It is sometimes referred to in business, to use your inspiration and imagination to solve problems by looking at them from unexpected perspectives. Lateral thinking involves discarding the obvious, leaving behind traditional modes of thought, and throwing away preconceptions.

Synectics

- It derived from the Latin word '**Synetikos**' meaning- '**hold together**'
- Synectics is a problem-solving methodology that stimulates thought processes of which the subject may be unaware. This method was developed by _George M. Prince_ and _William J.J. Gordon_ in _1961._

PERSONALITY

What is personality?

In general personality means to the impressions which an individual makes on others.

Derived from the Latin word- "**Persona**" Which means **mask or make up** worn by actors to play their roles on the stage. So, personality is this a mask or cover up on the real person.

In psychological terms personality refers to a person's unique and relatively stable qualities that characterise an individual's behaviour across different situations over a period of time.

Important definitions:

Watson (1930) Father of Behaviourism: "Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information".

Allport (1948): "Personality is a dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment".

So, from the above definitions we conclude:

• Personality is dynamic and not something static, fixed and permanent.

• Personality represents an interaction between inherited potentialities and environmental influences

• The term psychophysical states that personality is neither exclusively mental nor exclusively physical

Characteristics of personality:

• It is a product of heredity and environment

• It has both physical and psychological components

• It's expression in terms of behaviour is fairly unique in a given individual

• Its main features don't easily change with time

• Personality is dynamic in nature and adaptive to situations

• Personality is unique and every individual has his own set of personality characteristics

• Personality is greatly influenced by social interaction

• Every personality is the end product of learning and acquisition

• Personality sometimes subjected to disorganization and disintegration, leading to several personality disorders on accounts of factors and conditions like anxiety, stress, illness etc.

• Personality should be distinguished from temperament which can be termed a system of emotional disposition.

Factors Affecting Personality:

• **Personal factors:** physique, sex, nervous system

• **Environmental factors:** home, school, family, society

• **Biological factors:** Hereditary influences, Nervous system, body chemistry

• **Psychological factors:** Intelligence, motivation, achievement, will power, mental functioning, levels of aspiration

• **Social and cultural factors:** Home environment, parental attitude, school environment, cultural environment

Theories of personality:

• Type theory

      Jung theory, Eysenck theory

• Trait theory

      Allport theory, Cattel 16PF theory

• Type cum trait approach

      Big five theory

Jung theory:

• The extroverts

• The introverts

• The ambiverts

Trait theory:

Trait: A trait is a relatively permanent quality or attribute or general behavioural pattern of an individual which is sufficiently general to manifest itself in a variety of situations. Traits exists and they are identifiable. Simply traits are styles of behavior.

Example: A person behaves honestly in several situations then by generalizing it can be said that honesty is the behavioural trait of his personality.

Allport theory:

Classification of traits according to Allport:

A. Cardinal Traits: The traits ruling the personality of the individual.

Example: Sense of humour

B. Central Traits: Easily detected traits that all people have a certain number

Example: Shyness, Timidly, Honesty

C. Secondary Traits: These are specific narrow traits.

Example: Style of walking

Cattel 16PF theory:

- **171** basic traits
- Common traits: It is found in widely distributed in general population. Ex: Honesty, Cooperation
- Unit Traits: These traits are possessed by particular persons. Ex: Emotional stability
- Surface Traits: These traits can be easily recognised. Ex: Curiosity
- Source Traits: It determines the behaviour.

Cattell's 16 Factors of Personality (16 PF)

Reserved   Out going

Less Intelligent	More Intelligent
Stable, ego strength	Emotionality / Neuroticism
Humble	Assertive
Sober	Happy – go – Lucky
Expedient	Conscientious
Shy	Venturesome
Tough minded	Tender - minded
Trusting	Suspicious
Practical	Imaginative
Forthright	Shrewd
Placid	Apprehensive
Conservative	Experimenting
Group dependent	Self-sufficient
Undisciplined	Controlled
Relaxed	Tense

Note: (***Super traits: Traits are combined to form super traits.

Example: Introversion, Persistence, Rigidity, Subjectivity, Shyness)

Big five approach:

• Extraversion

• Agreeableness

• Conscientiousness

• Neuroticism

• Openness

Personality Assessment:

Old methods:

Phrenology: Character reading from the shape of heads

Physiognomy: Art of judging character by looking at one's face only

Graphology: The study of handwriting as an index of character

Palmistry: The art of telling the fortunes by seeing the lines on the palm

Astrology: The science of studying and assessing the course of future events by observing the position of starts and planets and their influence on human beings.

Projective Techniques of personality Assessment:

This test is especially designed to elicit the individual's unconscious feelings and conflicts.

1. Rorschach Test:

Developed by **Swiss Psychiatrists Herman Rorschach in 1921**

Popularly known as **Rorschach ink blot test**.

(Test material consists ten symmetrical ink blots on separate cards)

2. Thematic Appreciation Test (TAT):

Given by **Morgan and Murray** in **1935** at Harvard University.

(Test material contains 31 cards)

Learning

- Modification of behaviour through experience

Nature:

Learning is

- Active
- Goal directed
- Universal and continuous
- Adaptation or adjustment
- Improvement
- Organizing experience
- Brings behavioural changes
- Depends upon maturation and motivation

Factors affecting learning:

Personal factors:

Age, maturation, intelligence, attitude, interest, motivation (*Two types*-"Extrinsic and Intrinsic")

Example of Extrinsic motivation: Praise, reward, prize etc,

Example of Intrinsic motivation: Interest

Environment factors:

- o Social environment
- o Physical environment

Types of learning:

- Formal-From school, colleges and formal institutions
- In-formal- From family, relatives, peers, neighbours
- Non-formal-Through correspondence course/Distance course/Open universities

Learning as a process and product:

Process:

Bipolar process:

Two poles: Teacher and students

Tripolar process: As per *John Dewey*

Three poles are: Teacher, Student and learning environment

Learning both Process and product

Maslow's Hierarchy of needs:

Need: A state of something wanting something

Drive: Urgent basic needs

Motive: Someone's reason for doing something

Maslow's list of motivating needs is:

- o Physiological/bodily needs.

- o Safety/security needs.

- o Love/belonging needs.

- o Esteem needs.

- o Self-actualization needs
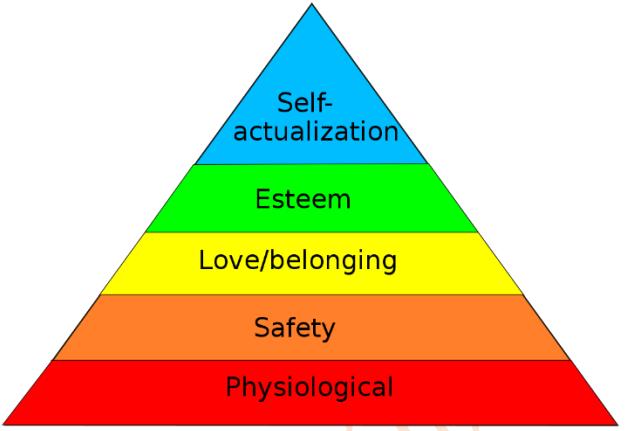
Humanistic approach:

- Given by **Carl Ransom Roger**- American Psychologist

- This approach mainly deals with understanding human behaviour.

- Roger gives the concept of self-theory or personality theory
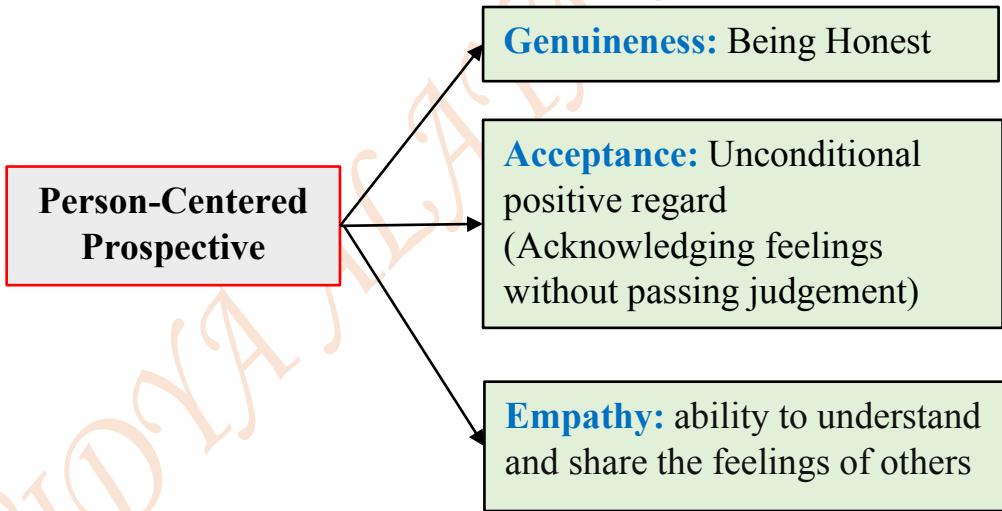
Personality Theory:

Two main aspects:

- **Organism** (An individual's entire frame of reference, i.e., both conscious and unconscious)

- **Self** (aware part of experience)

- Roger also gave the concept of positive and negative self-concept. Positive self-concept gives confidence and integrity but negative self-concept gives unhappy and boredom.

- He also gave the concept of ideal self and real self. Ideal self means the person you would like to be but real self means the person you actually are.
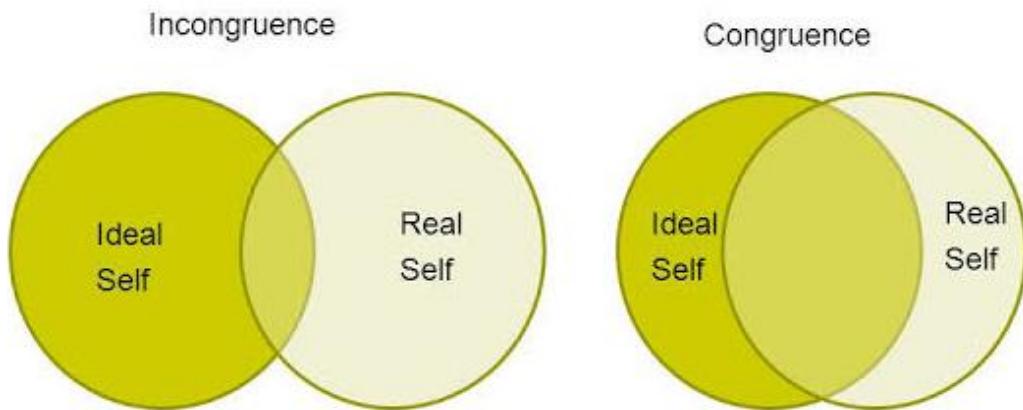
Basic conditions of learning:

- Readiness
- Maturation
- Motivation
- Tasks and methods

Organising Learning:

- Teacher-centric
  Teacher at the centre
  Teacher active, student passive
- Learner-cantic
  Learner active and is at the centre
  Based on the principle of practicability, utility, variety and elasticity
  Teacher as facilitator
  Emphasis on learners need, ability and interest
- Learning-centric
  Here knowledge is constructed from experiences
  This approach helps in fulfilling the social needs of students.

Important Learning Theories

Classical Conditioning Theory:

Given by: Ivan Pavlov (Russian Psychologist)

Experimental Setup:

Details of Experiment:
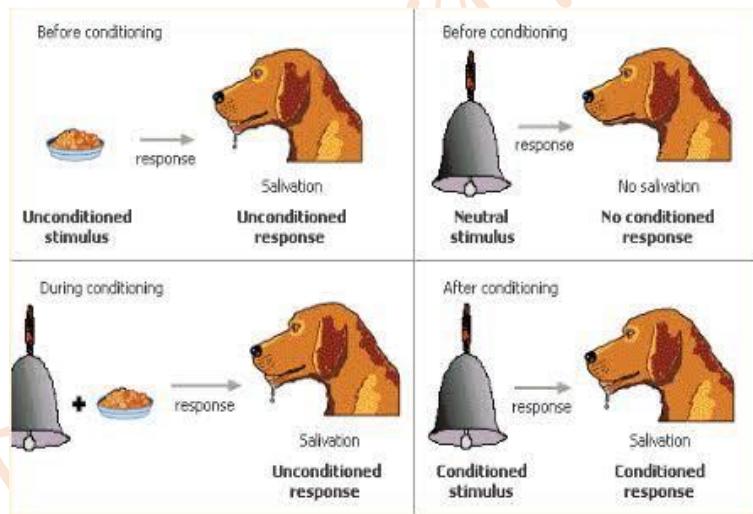
- UCS: Unconditioned stimulus-food
- UCR: Unconditioned response-salivation
- CS: Conditioned stimulus-bell
- CR: Conditioned response-salivation

Experimental Findings:

- Natural stimulus (food) – natural response (salivation)
- Natural stimulus (food) + associated with bell - natural response (salivation)

- Natural stimulus (food) substituted by artificial stimulus (bell) also gives natural response (salivation)

Important terms related to this theory:

- Generalisation (ସାଧାରଣୀକରଣ)
- Discrimination (ବିଭେଦିକରଣ)
- Extinction (ବିଲୁପ୍ତିକରଣ)
- Spontaneous Recovery (ସହଜ ପୁନଃପ୍ରାପ୍ତି)

Operant Conditioning Learning Theory:

- Given by B. F. Skinner (US Psychologist / Behaviourist)
- Operant conditioning:
  A method of learning that occurs through rewards and punishments for behavior
- Experiment conducted on rat/pigeon

Important words:

Reinforcing stimulus or Reinforcer:

Helps to increase the behaviour

- o Operant conditioning is also known as instrumental conditioning or programmed learning.
- o Operant- means any active behaviour that operates upon the environment to generate consequences.
  Eg: Students Complete their homework to earn reward from teacher

Components of operant conditioning:

Reinforcement:

A kind of stimulus that aims to increase the behaviour

Punishment:

A kind of stimulus that causes to decrease the behaviour

Types:

Reinforcement: (increase behaviour)

+ve -By adding pleasant stimulus

-ve – By removing unpleasant stimulus

Punishment: (decrease behaviour)

+ve -By adding unpleasant stimulus

-ve – By removing pleasant stimulus

Schedules of reinforcement:

- Continuous
- Partial
    1. Ratio
        a. Fixed
        b. Variable
    2. Interval
        a. Fixed
        b. Variable
- Extinction

Trial and Error Learning Theory:

✓ Given by: E. L. Throndike (American Psychologist)

(Known as Father of *Educational Psychology*)

✓ The learning theory of Throndike represents the original S.R. Framework of behavioral psychology.
✓ Learning is the result of associations between stimulus and response.
✓ The concept Transfer of Learning: Given by E. L. Throndike

Positive Transfer of Learning:

When previous learning has positive impact on future and ongoing learning.

Negative Transfer of Learning:

When previous learning has negative impact on future and ongoing learning.

Zero Transfer of Learning:

When previous learning has no impact upon future and ongoing learning.

Trial & Error Experiment:

Experiment was conducted by putting a hungry cat in a puzzle box.

1. Motive or drive (hunger)
2. Stimulus (Food)
3. Responses (Number of responses like scratching, pulling etc.)

4. Chance success

5. Selection of proper movement

6. Fixation

Laws of Learning:

Primary Laws of Learning	Secondary Laws of Learning
1. Law of Readiness	1. Law of primacy

2. Law of Exercise or practice
    a. Law of use
    b. Law of disuse
	2. Law of Recency

3. Law of Effect	3. Law of intensity of stimulus
	4. Law of multiple response
	5. Law of Attitude
	6. Law of Response by Analogy
	7. Law of Associative Shifting
	8. Law of Partial Activity

Bruner's Discovery Learning:

Jerome Bruner: American Psychologist, Cognitive constructivist)

According to Bruner child is an active learner. (Just like Piaget)

But according to Bruner child's development is continuous but according to Piaget it is discontinuous and proceeds through stages.

Stages of learning:

1. Enactive stage or concrete stage (Birth to 3yrs)

> Movements or actions

2. Iconic stage or Pictorial stage (3-7 yrs)

> Pictures or images

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

3. Symbolic stage or Abstract stage (8+ years)

Words, symbols, Languages
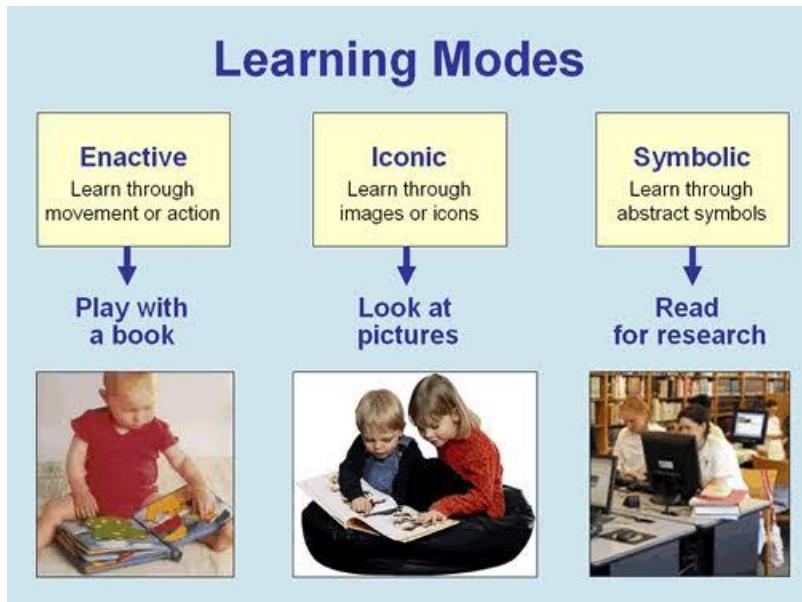
Important terms:

Scaffolding Theory: Given by Bruner

Scaffolding means Temporary support.

Spiral Curriculum:
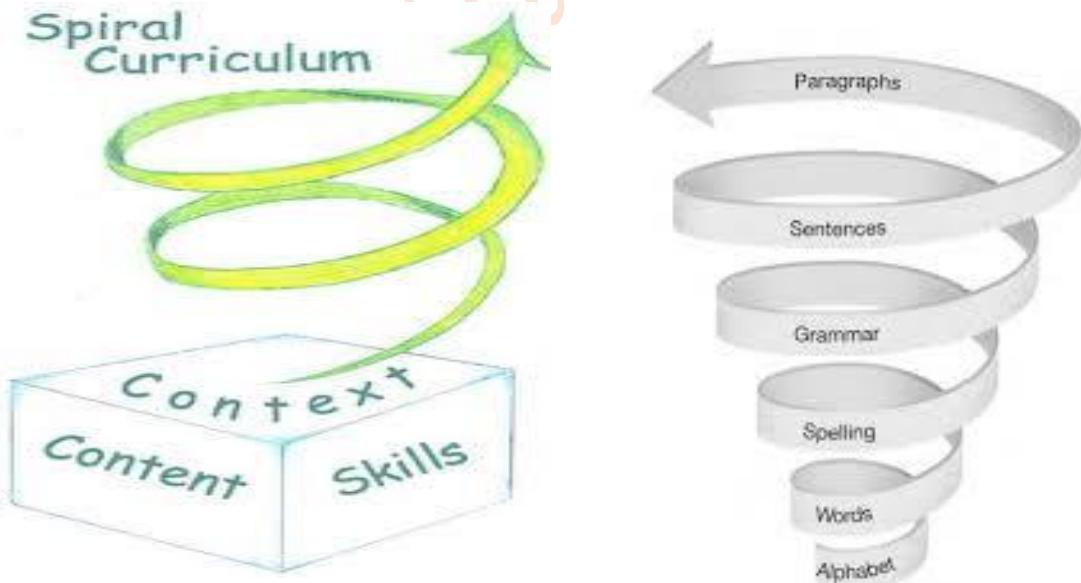
Gagne's Hierarchy of Learning:

R. M. Gagne: American psychologist

Book: Conditions of learning

Hierarchy of learning based on: Simple to complex approach. These are:

8. Problem solving

7. Principle learning

6. Concept learning

5. Multiple Discrimination learning

4. Verbal association learning

3. Psychomotor connection learning

2. Stimulus-Response learning

1. Signal learning

1,2,3,4: Lower-Level learnings associated with behavioural aspects

5,6,7,8: Upper-level learning associated with cognitive aspects

Social learning theory:

By: Albert Bandura

Bobo doll experiment

- People learn via observation, imitation and modelling
- Necessary conditions for effective modelling
    A. Attention
    B. Retention
    C. Reproduction
    D. Motivation

Insightful Learning Theory:

Kohler (German Psychologist)

Conducted experiment on: Chimpanzee

Gestaltists: Wertheimer, Koffka, Kohler

Whole is better than its part

Insight depends upon

- Intelligence
- Experience
- Learning situation
- Initial efforts
- Repetition and generalization

Teaching Methods

Methods of teaching:

1. Learner-centered

2. Teacher -centered

Learner-centered:

- Play way method
- Project method
- Heuristic method
- Experiment or Laboratory method
- Observation method
- Inductive method
- Problem-solving method

Principles of learner-centered method:

- Principle of learning by doing
- Principle of freedom
- Principle of activity
- Principle of purpose
- Principle of utility
- Principle of correlation
- Principle of Sociability
- Principle of interest

- Principle of reality

Teacher-centered:

- Lecture method
- Demonstration method
- Question answer method
- Story-telling method
- Deductive method

Lecture method:

Teacher centred method

- Planning the lecture:
- Purpose of the lecture:

Lecture method generally used:

- Introduction of a topic
- Revising and summarizing lessons
- Cover syllabus quickly

A good lecture must take care of:

- Time available
- The audience
- Subject matter
- Posture
- Appearance
- Manner
- Gesture
- Voice
- Vocabulary
- Use of AV aids and black boards

Organizing a lecture:

- Aim

- Introduction
- Body
- Demonstration, Illustrations and discussion
- Questions
- Conclusion

Demonstration method:

- Teacher centered method

Technique of demonstration:

- Planning
- Performing
- Evaluation

Characteristics of a good demonstration:

- Proper planning of the demonstration.
- Prepare lesson plan to carry out an effective demonstration.
- Suitable time and place for demonstration.
- Rehearsals of demonstrations.
- Proper lightning arrangements.
- Active participation of students.

Discussion method:

- Co-operative problem-solving activity

Types of discussion:

Closed group:

Example: Study group
Staff meeting
Round table
Work shop

Small group:

Class group discussion
Seminar
Role play
Case study

Large group:

Symposium
Panel

Project method:

- Child centered method

Steps:

    1. Providing a situation

    2. Choosing and Purposing

    3. Planning

    4. Executing

    5. Evaluation

    6. Recording

Teaching Devices:

These devices are one of requirements that a teacher must know and practice. he has to make the students learn, present the subject matter in a proper way and evaluate the product of his teaching.

Types of Teaching Devices:

I.   Teaching devices can be classified as general devices, group work devices and fixing devices.

    1. General Devices – the devices that is helpful in the development of the lesson thought by the teacher.

    2. Group Work Devices – the devices that call for more active participation in the part of the students than the teacher.

    3. Fixing Devices – Include the devices that are helpful in the fixing of the knowledge and skill in the minds of the students.

II.   Formal and Informal Devices

    1. Formal Devices – employed in the teaching-learning situations which are quite formal and organized

    2. Informal Devices – used in the teaching-learning situation that somewhat informal in their organization and conduct.

Teaching Procedures:

Whole Method, Part Method, Whole Part Whole Method

Whole method – Focus on whole and the whole is introduced or demonstrated first.

Part method – This method focuses on the parts and then proceeds to the whole after gaining competencies or mastery of each part

Whole part whole Method – First the whole is demonstrated, then importance is given to each of its parts and mastery achieved, and then one can directly use the whole method as someone has mastered on each and every aspect of its parts.

Difference Between Teaching method and Teaching aid:

The key difference between teaching methods and teaching aids is that the teaching methods are techniques, strategies, and methodologies used by teachers to convey the subject matter to the students, while teaching aids are tools or instructional materials used by teachers to increase the comprehensibility of the lesson.

Categories of Teaching Methods:

- Learner centered

- Teacher centered

- Learning centered

Teaching aids:

Teaching aids are materials that the classroom teacher uses to help students understand the concept. It is a tool used by the teacher to help learners to understand the lesson clearly, and improving various kinds of skills by the use of these aids. Teaching aids must be;

- Well prepared
- Well presented
- Readable
- Legible
- Visible to all
- Appropriate format for room and audience size
- Relevant
- Related to the topic

Ex.: Charts, Maps, Chalk board, Model, Pictures, Tape recorder, Projectors etc.

Important methods given by;

- Project method: W. H. Kilpatrick

- Play way method: H. C. Cook

- Kindergarten method: Frobel

- Question answer method/Socratic method: Socrates

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- Lecture method: Aristotle
- Discovery method: Bruner
- Heuristic method: H. E. Armstrong
- Didactic method: Maria Montessori

Teaching Learning Materials & Its Classification

Types of teaching learning materials:

Visual aids:

- Projected aids

Example: film projector , overhead projector, opaque projector, slide projector, Epidiascope

- Non-Projected aids

Example:Black board, Bulletin board, flannel board, magnetic chalkboard, charts, pictures and models

Aural aids:

Broadcast talks

Gramophone lectures

Tape recordings

Radio

Recordings

Audio-visual aids:

TV, computer, multimedia, LCD projector, Film Projector, Sound-motion pictures

Multi-lingual Education (MLE)

Language: It is the medium of communication

First language/Native Language/Mother Tongue: we learn it by language acquisition

Second/Third language: We learn it by language learning

Bilingual: The use of two languages

Multilingual: Use of many languages

Multilingualism: It is the combination of many languages. It includes local, state, national and international languages.

Multilingual Education: It means the education which is started by using the mother tongue and then the transitions to additional languages. It produces multi-literate, multilingual and multi-cultural Learners.

Advantages of MLE:

- Exposure to another culture

- Build bridges to new relationships

- Economic advantages

- Flexibility and divergent thinking

- Brings self-esteem and self-confidence

Stages of an MLE programme:

1. **Stage I:** Learning takes place entirely in the child's home language

2. **Stage II**: Building fluency in the mother tongue. Introduction of oral L2.

3. **Stage III**: Building oral fluency in L2. Introduction of literacy in L2.

4. **Stage IV**: Using both L1 and L2 for lifelong learning

    L1: Mother tongue/native language
    L2: Second language other than Mother tongue

MLE in Odisha:

- MLE starts in our state in 2007-2008

- MLE in Odisha is being implemented in 10 languages. These are Santali, Saora, Kui, Kuvi, Koya, Kishan, Oroam, Juang, Bonda and Ho.

Curriculum Development and plan:

- For the preparation of curriculum and instructional materials

- In 2006-2007 a state level seminar was conducted on education of tribal children.

- Preparation of curriculum and identifying themes as per NCF-2005

- Preparation of instructional materials in 10 languages

- Preparation of teacher training manual and master training manual for the resource person

- Preparation of math book for class-1 children

- Monitoring workshop for field functionaries

- Each academic year is divided into three terms and each term into 10 weeks

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Materials:

- Alphabet charts and books

- Number charts and books

- Theme based big and small book

- Text books for class-I to III in trial languages

- Picture books and dictionaries from mother tongue to Odia

- Grammar books and dictionaries developed by tribal welfare department

- Teacher training manual

Teacher training:

For successful implementation of MLE programme in Odisha, different teacher training programmes and workshops conducted by OPEPA.

OPEPA: Odisha Primary Education Programme Authority

Bloom's taxonomy of learning domains

Bloom's Taxonomy:

• Taxonomy comes from the Greek word -Taxis -means arrangements and nomos-means science

• So, it means "science of arrangements".

• Domain means category

• Bloom's taxonomy was created in the year 1956 under the leadership of Dr B. S. Bloom.

• It was created to promote higher forms of thinking in education rather than just remembering facts.

• This taxonomy was created to categorise a continuum of educational objectives which would also allow us to select appropriate classroom assessment techniques for any course.

Bloom's Taxonomy:
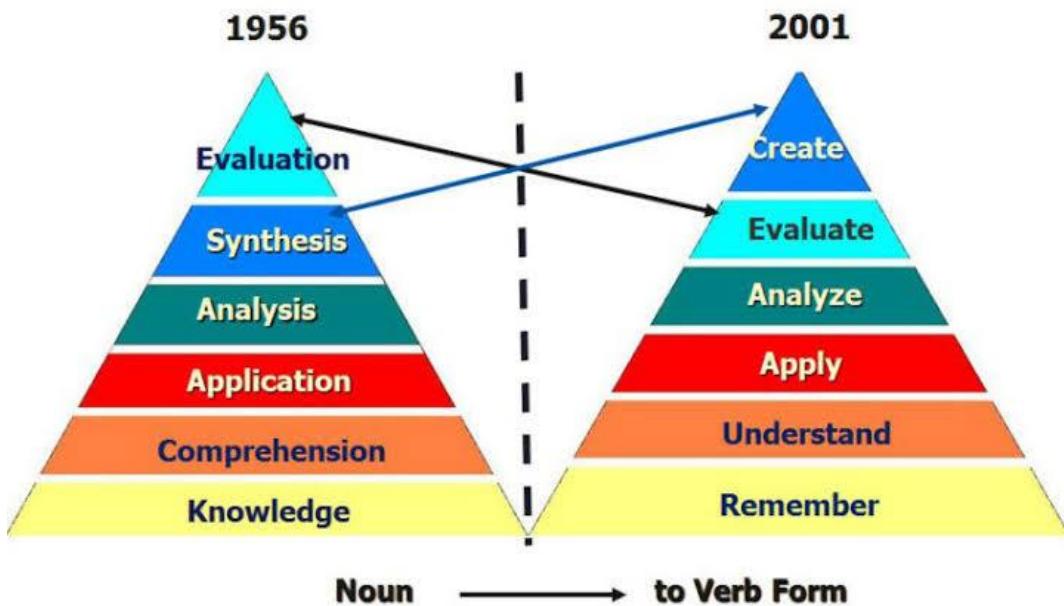
Action Verbs:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
duplicate	classify	apply	break down	assemble	argue
identify	describe	construct	classify	categorize	conclude
know	discuss	dramatize	differentiate	compose	criticize
list	explain	interpret	compare	design	defend
match	give examples	practice	contrast	modify	estimate
memorize	paraphrase	produce	distinguish	reconstruct	justify
recite	restate	solve	outline	revise	predict
repeat	reword	use	separate	summarize	support

- Bloom's taxonomy is a classification system used to define and distinguish different levels of human cognition i.e., thinking, understanding and learning.

Classification of three domains:

Cognitive (Head)

Affective (Heart)

Psychomotor (Hand)

Cognitive: Related with Thinking aspects

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Affective: Related with feeling aspects

Psychomotor/Conative: Related with doing aspects

Domains and Levels		
Cognitive	**Affective**	**Psychomotor**
Knowledge	Receiving	Imitation
Comprehension	Responding	Manipulation
Application	Valuing	Precision
Analysis	Organising	Articulation
Synthesis	Characterising	Naturalisation
Evaluation		

INCLUSIVE EDUCATION AND SOME LEARNING DISABILITIES

Inclusive Education:

- Inclusive education is a new approach towards educating the children with disabilities and learning difficulties with that of normal ones within the same roof.
- Inclusive education celebrates diversity.
- Inclusive learning environment: This education includes all. So, this type of learning environment
- Promotes the full personal, academic, professional development of all the learners irrespective of race, class, colour, gender, disability, learning style, language etc.

Need and importance:

- Self-reliant
- For social equality
- For the use of modern technology
- Developing feeling of self-respect
- For achieving the universalisation
- For the development of healthy citizenship

- To enable children to stay with their families
- To fulfil the constitutional responsibilities

Principles of inclusive education:

- No discrimination with students
- Equal educational opportunity for all
- School adapts the need of students
- Equal educational benefits to all
- The students' views are listened to and taken seriously
- Individual difference between students are a source of richness and diversity and not a problem

Key provisions for inclusive education:

Constitution of India:

Article 21A: Right to education Act 2009, fundamental right of all children aged 6 to 14 years to get equitable, free and quality education.

Article 45: Free and compulsory education for all children up to 14 years changed to ECCE up to 6 years age (86th Amendment of Constitution)

National policy on education 1986 and POA 1992: Gives emphasis on removal of disparities and equalize educational opportunities by attending to the specific needs of those who have been denied equality.

Persons with disability act: 1995 (Equal opportunities , protection of rights and full participation)

- The act provides for both preventive and promotional aspects of rehabilitation of persons with disabilities, unemployment, establishment of home for person with severe disabilities.
- Every child with disability – right to free education till the age of 18 years in integrated schools or special schools

- Special schools for children with disabilities shall be equipped with vocational training facilities.

National Curriculum Framework 2005:

School needs to become canters that prepare children for life and ensure that all children; _especially the differently abled_, _children from marginalized sections_, _children in difficult circumstances_ get the maximum benefit of this critical area of education.

RTE and SSA policy on inclusion:

- SSA has adopted a **Zero Retention Policy**. This means that no child having special needs should be deprived of the right to education and taught in an environment which is best suited to his/her learning needs.
- Every child with special needs should be placed in the neighbourhood schools, with needed support services.
- Children with special needs need to be facilitated to acquire certain skills that will enable them to access elementary education.

Some Common Learning Disabilities:

Common types of Learning Disabilities		
Dyslexia	Difficulty reading	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with Maths	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with Writing	Problems with handwriting, spelling, organising ideas
Dyspraxia (sensory integration disorder)	Difficulty with Fine Motor Skills	Problems with hand-eye coordination, balance, manual dexterity
Dysphasia / Aphasia	Difficulty with Language	Problems understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty hearing differences with Sounds	Problems with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

Critical Pedagogy

Pedagogy: The art and science of teaching

Education:

Latin word **'educare'** which means **"to bring up"** or **"to nourish"**

"Educere" which means **'to lead out'** or **'to draw out'**

"educatum" which means **'the act of teaching or training'.**

Education doesn't transform the world. Education changes people. People change the world.

Paulo Freire (Brazilian Philosopher)

Paulo Freire: Father of critical pedagogy

Born in 1921 in Brazil

His childhood was spent in poverty, so he decided to improve the lives of poor through education.
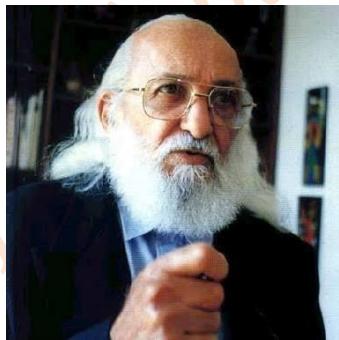
In 1962 just in 45 days he taught 300 sugarcane labourers to read and write

Under military rules, government ban all his learning theories and experiments and exiled him from Brazil from 1964 to 1980.

In 1968, he published his most famous book "Pedagogy of the oppressed", where he outlined the characteristics of what he called critical pedagogy.

He died in 1997, due to heart failure.

Other books by Paulo Freire:

Pedagogy of the heart

Pedagogy of freedom

Education for critical consciousness

The politics of education

Critical Pedagogy: A teaching approach which attempts to help students to question and challenge domination, and the beliefs and practices that dominate them.

It ties to help students to become critically consciousness.

Educational Philosophy:

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

- Education doesn't transform the world. Education changes people. People change the world.
- Criticise banking concept of education
- Rejects transmission model of education
- Political nature of education and understanding the politics of education
- Justice and equality in education
- The rejection of economic determinism
- Promote problem posing education
- To transform the world, especially the world of oppressed through education
- Achieving personal freedom and social justice through education
- Making people understand themselves and the world around them

Aim of education:

- Critical literacy
- Self-education
- To raise the awareness
- To create dialogues
- To humanize individuals
- Critical evaluation
- Bridge the gap between theory and practice
- To transform undemocratic situation to democratic situation
- Concept of praxis: That means both teacher and student determined to develop the practice of achieving critical consciousness to change the education system. It must follow the steps
  - Identify a problem
  - Analyse the problem
  - Create a plan of action to address the problem
  - Implement the plan of action
  - Analyse and evaluate the action

Major challenges for effective implementation of critical pedagogy:

To eradicate the banking model of education

To bring nobleness among the teachers

To change the mindset of sub-oppressors' group who become oppressors themselves
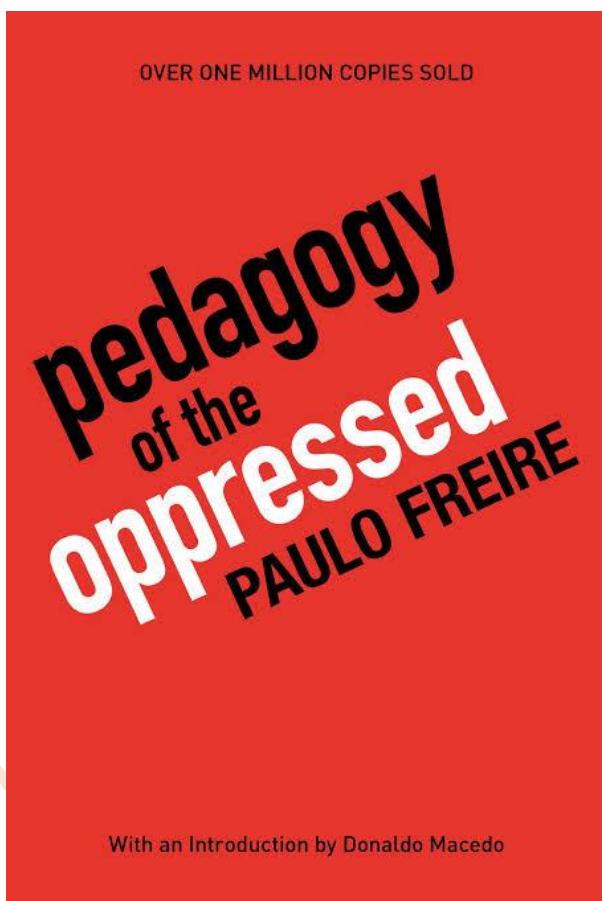
People worked in the field of critical pedagogy:

Ira Shor

Kincheloe

Macedo

Wexler

McLaren

Darder

Giroux

Hooks

Curriculum:

The curriculum should be related to the lives of people

Be based on student's experience

Problem based curriculum

Democratic curriculum

Teaching methods:

Dialogue method

Problem-solving method

Critical thinking

Democratic methods

Learning environment:

Participatory

Dialogic

Democratic

Activist

Affective

Teacher:

Problem poser

Encourages students to ask their questions

Teacher -Student Relationship:

Relation of equals

Both must respect and trust each other

Criticise banking concept of education:

- o It is a traditional approach in which teachers save information in the mind of students as like we store money in the bank. Here the teacher teaches and the students are taught and the teacher knows everything and the students know nothing. Paulo Freire criticised this method.
- o He said that the banking system of education reduces the creative power of the child
- o It negates education and knowledge are processes of inquiry
- o As per Paulo child must learn to activities and self-experiences

Problem posing education:

- Paulo Freire had introduced the new terminology of Problem posing education
- Teachers give problem to students in the classroom in the form of questions
- Both the students and the teacher try to find out the solution of that particular problem
- It is based on the principle that students learn better when they create knowledge on their own
- This method helps in the development of critical thinking in learners

Educational Management

What is Management?

- Management is the art and science of decision making and leadership.

Educational Management:

- Educational management is the art and science of decision making, directing and inspiring people in order to achieve organizational objectives effectively and efficiently related to educational systems.

Educational Management includes processes like;

- Planning
- Organizing
- Decision making

- Directing

- Co-ordinating

- Controlling

Educational management gives equal importance to;

- Human resources or non-material resources

- Material resources

- Financial resources

- Ideational resources

Purpose of educational management:

- Setting directions, aims and objectives of educational institutions

- Planning for progress

- Organizing available resources in a planned way

- Controlling the process through proper evaluation

- Setting and improving organizational standards

Importance & Scope of Educational management:

- Input → Process → output (Goals of education)

Types of educational management:

- 1. Centralised and Decentralized

  Centralised: Here power is in one hand and there is no distribution of work and no freedom is given to all the members.

  Decentralised: Here the power is distributed among all the members involved in the process of educational management.

- 2. External/Participatory and Internal/Non-participatory

  External/Participatory: Participation of external agencies or members in educational management.

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

Internal/Non-participatory: No Participation of external agencies or members in educational management. Here the educational management is done completely by the internal members of the institution.

- 3. Authoritarian/Autocratic and Democratic

  This type of educational management is same as Centralised and decentralised educational management.

- 4. Creative and Laisseiz Faire

  Creative: It is based upon the creative talent of the head of the institution.

  Laisseiz Faire: This type of educational management believes in giving freedoms to all its members.

Management structure at different levels

Some Important Articles:

Provision of early childhood care and education to children below the age of 6 years - Article 45

Right to Education - Article 21 (A)

Education for weaker sections - Article 15,17,46

Instruction in mother tongue - Article 350A

Education in the Union Territories - Article 239

Education commission or Kothari commission: (1964-1965) the central government is an advisory and co-ordinating authority

Management structure at centre:

Ministry of Education:

Departments under ministry of education:

- o Department of education
- o Department of culture
- o Department of Arts
- o Department of Youth-Affairs and sports
- o Department of women's education

Roles played by MHRD in the fields of education:

1. Planning

2. Educational reforms

3. Organization

4. Direction

5. Control

6. Pilot projects

7. Clearing House Role

8. Liaison with UNESCO

9. Opening central institutes

National Level Bodies:

NCERT:

Established on: 1st September, 1961

HQ: New Delhi

Main purpose: Improving school education

RIE:

Established: 1st August 1963

Provides different pre-service and in-service training courses

National Institute of Educational Planning and Administration (NIEPA):

Established: 1962, located in New Delhi

Educational planning and administration

UGC: University Grant commission:

Established: 1956, New Delhi

CSIR: Council of Scientific and Industrial Research:

Established: 26th September, 1942

HQ: New Delhi

CBSE: Central board of secondary education

Formation: 3rd November, 1962
HQ: New Delhi

NCTE: National Council for Teacher Education

Formation: 1995

HQ: New Delhi

CABE: Central Advisory Board of Education

Established: 1920

(Oldest and Highest advisory body in India)

Management structure at state:

1. Governor:

2. Council of ministers

3.Ministers of education and their secretaries

4. Directorate of education

   A. Directorate of elementary education

   B. Directorate of secondary education

   C. Directorate of Higher education

   D. Directorate of mass education

   E. Directorate of Teacher education and SCERT

5. Educational circles: Circle Inspector

6. Educational districts: District Inspector

7. Panchayat Samiti/Block level

8. Municipality

Board of secondary education, Odisha:

Secondary Education Commission – 1953

Important State level bodies:

SCERT (State Council of Educational Research and Training)

SIE – Transformed and upgraded into SCERT on 5th January 1979.

SIETs: State Institute of Educational Technology

Set up in -Andhrapradesh, Uttarpradesh, Odisha, Maharashtra, Gujrat, Bihar

Purpose:

- For implementation of INSAT (Indian National Satellite System) for education project effectively.

- For modern communication technology and to generate educational software.

SCHOOL BASED MANAGEMENT

Concept:

School-based management (SBM) is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools.

Or

It simply means the management of resources at the school level rather than at a system or centralized level.

Importance/Scope:

- For smooth conduct of the institution
- It rebalances the power structure
- Transfer the educational management from centralized control to the educational institution
- It makes a reform in managing the organization
- It brings effectiveness in managing the school
- It brings school improvement through democratic governance
- It makes the community and staff involvement
- It enhances student's achievement
- It meets the school needs
- It mainly helps in maintaining the proper utilisation of all the resources at the school level.

Process of SBM:

- Vision
- Empowering the SMC
- Role of head of the institution in SBM: (Effective communication among all the stakeholders and active leadership role)
- Role of teacher: Helps in determining the goals and objectives of the school
- Role of stakeholders: Must participate and give suggestions for proper management

- Resources: Proper utilisation of all the resources like -material resources, non-materiel resources, financial resources etc.

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┌──────────────────────────────────────┐
│    SBM (School Based Management)      │
└──────────────────────────────────────┘
          │                    │
          ▼                    ▼
┌─────────────────────┐  ┌──────────────────────────────────────┐
│        SMC          │  │              SMDC                    │
│ (School Management  │  │ (School Management Development        │
│    Committee)       │  │          Committee)                   │
│ (Elementary Schools)│  │      (Secondary Schools)             │
└─────────────────────┘  └──────────────────────────────────────┘
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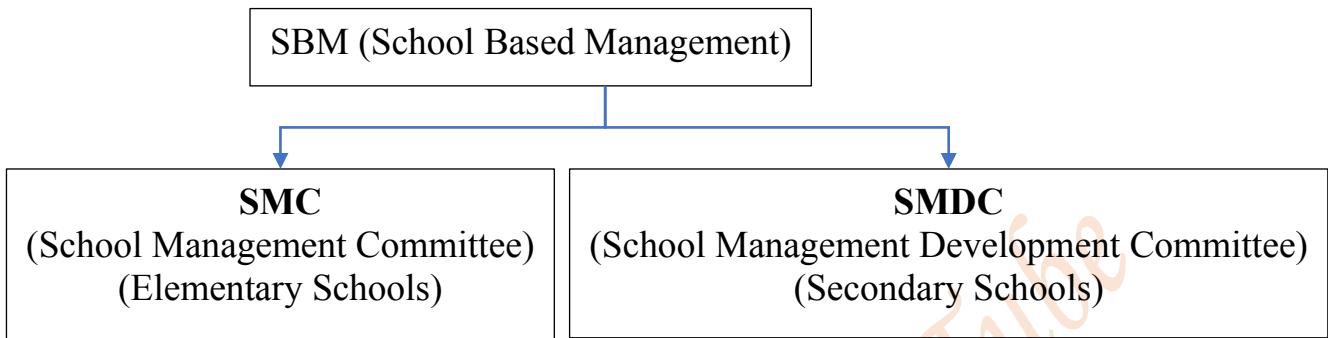
School Management Committee (SMC):

➢ SMC also known as *School Managing Committee*

Composition of SMC:

SMC: Total members 19

Secretary: Headmaster

12 members (Both male and female)

6 female members (one from sc/st category)

6 male members (one from sc/st category)

1 Anganawadi worker

Word member of village

One teacher (except Headmaster)

One boy elected by boy: student members

One girl elected by girl: student members

Asha/Health worker

Activities of SMC members:

• School management

• Monitoring students' attendance

• Construction works

• Girl's enrolment

• Campaigns, awareness programmes and school improvement programmes

• Reaching and awaring out of school children

• Training to SMC members

School Management Development Committee (SMDC):

Activities of the committee:

- ➢ Planning
- ➢ Collection of data
- ➢ Implementation
- ➢ Monitoring and evaluation
- ➢ Making annual work plans
- ➢ Taking corrective actions
- ➢ Maintenance of all the records

Composition of the SMDC:

1 – Principal (Chairman)

2 – Senior Teacher (Member & Secretary)

3 – Teacher (Social Science) (Member)

4 – Teacher (Science) (Member)

5 – Teacher (Mathematics) (Member)

6 – One Male Guardian (Member)

7 – One Female Guardian (Member)

8 – Two Panchayat Member/Ward Member (Member)

9 – One representative of ST/SC Category (Member)

10 – One representative of Educationally backward caste (Member)

11 – One Member of Mahila Dal (Member)

12 – One Member of Education Development Committee (Member)

13 – Three Members with Science, Art and Cultural background Nominated by DPO/DEO (Members)

14 – One Officer from Education Dept. Nominated by DEO (Member)

15 – One Representative of Finance and Accounts (Member)

SMDC

School Building Committee

1 – Principal (Chairman)

2 – One member from panchayat
or Urban Local Body
(Ward member) (Member)

3 – One guardian nominated
by PTA (Member)

4 – One member from experts
in civil works like Civil Engineer
/Consultant (Member & Secretary)

5 – One member from Audit and
Accounts Department (Member)

Academic Committee

1 – Principal (Chairman)

2 – One member from parents
(Member)

3 – One Astt. Teacher each
of the following subjects:
Science/Maths, Social Science,
Language (Hindi/English),
Art/Physical Education (Member)

4 – One student selected
by the Principal (Optional) (Member)

SCHOOL DEVELOPMENT PLAN

- SDP: School Development Plan

- It's a strategic plan for schools' improvement.

- SDP is prepared by-SMC (School management committee) at least three months before the end of financial year.

- SDP is a three-year plan along with three annual sub plans.

- All the stakeholders involved in the preparation of SDP are SMC/SMDC, Headmaster, Teacher, students, Parents/PTA, standing Committee, BEO/CRCC.

Headmaster:

Responsible for communication and leadership

Teacher, students, parents/PTA-Review and analyse the current problems and will give feedback

Standing Committee:

Once SDP prepared it will be summited to the standing Committee. It will review it and will provide feedback for improvement

BEO/CRCC:

They should review SDP regularly and provide appropriate feedback

Abbreviations:

- SDP: School Development Plan
- SMC: School management committee
- SMDC: School Management Development Committee
- PTA: Parent Teacher Association
- BEO: Block Education Officer
- BRC: Block Resource Center
- CRC: Cluster Resource Center
- BRCC: Block Resource Center Coordinator
- CRC: Cluster Resource Center Coordinator

SDP Planning Cycle:

- Review/School analysis
- Determining school goals & objectives
- Prioritise needs
- Preparation of detailed action plan
- Approval of SDP
- Implementation & monitoring
- Evaluation

ASSESSMENT, EVALUATION & CCE

Assessment: Qualitative

Evaluation: Both quantitative and qualitative

Assessment:

Types: 3 types

Formative: During the teaching-learning process

Summative: At the end

Diagnostic: To identify the learning difficulties and learning gaps.

Evaluation:

Types: 4 types

Formative: It is used to monitor the learning progress of students during the instruction.

Summative: It is usually given at the end of a course or unit.

Diagnostic: It is a type of evaluation given before instruction and its aim is to identify the strength and weakness of the students.

Placement: This type of evaluation is used to know the prerequisite skills of the students.

Ex.: OTET entrance exam, OSSTET entrance exam, Admission into a new school by appearing in an entrance exam.

Difference between Assessment and Evaluation:

Assessment	Evaluation
Assessment is a process of evaluation and it is used for collecting, reviewing and using data for the purpose of improvement.	Evaluation describes as an act of passing judgement basis of evidence
It is process oriented and it pays attention to teaching and learning	It is product oriented and focuses on final outcome
Usually, assessment is done from the beginning.	Usually, evaluation is done at the end for ranking, grading purposes.
It is diagnostic	It is judgemental
It is formative	It is summative
It provides feedback to the performance and the areas to be improved	It determines to which objectives are achieved

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Assessment is always qualitative.	Evaluation may be quantitative or qualitative or it may be both but it always includes the value judgement.

CCE: Continuous and Comprehensive Evaluation

Continuous: Continuity and Regularity of assessment during the whole session

Comprehensive: The areas of assessment which includes both scholastic and co-scholastic aspects of pupils' growth helping the all-round development of the child.

Scholastic area: curricular area or subject-specific areas.

Co-scholastic area: co-curricular activities, life skills, values, attitudes etc

Objectives of CCE:

- To make evaluation and integral part
- To help in regular assessment
- To diagnose the weakness of students
- To provide appropriate feedbacks to teachers and learners
- Informs about pupils' weakness and strength
- Helps in predicting the future success of learners
- Provide scope for self-evaluation and self-improvement

Assessment and Evaluation in constructive Perspective:

- Teacher: Facilitator
- Child: Knowledge builder
- Assessment and Evaluation should be as per the need, age level of the child and must help in constructing the knowledge.
- The teaching learning environment should be constructive in nature.

Assessment and Learning

Assessment For Learning (AFL):

- Assessment during instruction is understood as assessment for learning.
- Occurs throughout the learning process
- This type of assessment is mainly based upon feedback and improvement

- Diagnostic assessment and formative assessment are part of Assessment for learning.

- Diagnostic assessment is also known as pre-assessment and it is usually carried out at the beginning of a unit of study. This assessment is used to determine what a student does and doesn't know about a topic.

- Formative assessment occurs during the course of a unit of study

Assessment Of Learning (AOL):

- The assessment which is carried out at the end of a unit or learning cycle is known as assessment of learning.

- Summative assessment is known as assessment of learning.

Assessment As Learning (AAL):

- Assessment as learning occurs when students reflect on and monitor their progress to inform their future goals.

Assessment tools and techniques (Projects, Assignments, Observations, Teacher made tests):

Tool: In assessment unit test, project, interview, assignment etc which are used in the way are known as tools of assessment.

Techniques: The way in which the tools of assessment are used is known as techniques.

Example: Assessment of present and absent of a student.

Technique – Observation

Tool – Check-list

Techniques

- Quantitative Or Testing Technique
  - Standardized mode
    - Norm-referenced
    - Criterion referenced
  - Teacher-made Mode (Criterion referenced)
    - Oral
    - Written (Unit test, Diagnostic test, Term test, Assignment)
      - Essay type/ Descriptive type test items
      - Objective type test items
        - Recall
          - Simple Recall
          - Completion or fill-in the blank
        - Recognition
          - Alternative Response, T/F type
          - Multiple Choice
          - Matching
          - Classification
          - Analogy
            - Supply
            - Selection
      - Short Answer type test items
    - Practical
- Qualitative Or Non-Testing Technique
  - Observational (Checklist, Rating Scale, Anecdotal record, Observation schedule)
    - Self-report (Interview, Questionnaire, Self-assessment sheet)
  - Reporting
    - Report by others (Peer Appraisal)

Project as an assessment tool:

Steps of project method:

- o Creating situation and choosing the project
- o Planning
- o Execution of the programme
- o Evaluation of the project

Assignment as an assessment tool:

Observation as an Assessment Technique:

Types:

1. Participant and Non-Participant

Participant: In this type of observation Observer is a part of the group which is observed.
Non- Participant: In this type of observation Observer is not a part of the group which is observed.

2. Controlled and uncontrolled

Controlled: when observation takes place according to definite pre-arranged plans, involving experimental procedure, the same is then termed controlled observation.
Uncontrolled: Uncontrolled observation *takes place in natural setting without the influence of external or outside control*. The observer does not plan in advance for this type of observation.

General steps for observation:

• Planning

• Execution

• Verify the recorded observed data

Observation as a tool and technique of assessment:

Example: 1

To assess students' attitude

The teacher should use

Technique: Observation

Tool: Anecdotal record

Teacher -made Test:

- o It is designed to solve the problem or requirements of the class for which it is prepared.

Construction of teacher made test:

1. Planning the test:

- Objective of the test

- Syllabus should be covered

- Deciding the objective in behavioural terms

- Deciding the number and forms of the items

- Having a clear knowledge regarding the test

2. Preparation:

- The test items should be arranged from simple to complex

- While constructing the test directions or instructions are very important and it should be very clear. (Directions like time for the test, marks allotted to each item, total number of questions to be attempted etc)

Self-Assessment:

- Self-assessment is a process of formative assessment during which students reflect on the quality of their work judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly.

- Self-assessment is also known as assessment as learning.

- Two important terms are associated with self-assessment

  1. Metacognition (Thinking about thinking)

  2. Scaffolding (Temporary help/support)

Peer Assessment:

Peer assessment is a group activity/team learning that allows students to evaluate the work of their peers. Peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria.

Group activity/ team learning may be:

- Collaborative learning (Large group)

- Co-operative learning (small group)

  Both type of learning is team learning.

Purpose of peer assessment:

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

- To enhance learning

- To encourage student autonomy

- To develop critical judgement

Portfolios:

What is a portfolio?

A collection of students work that demonstrates achievement or improvement.

Portfolio assessment:

Portfolio assessment is another type of performance assessment that provides a clear picture of a learner's growth in proficiency, long term achievements in a given academic area.

Purpose:

• Monitor students' progress (formative)

• Assess student achievement (summative)

• Determines students' grades (summative)

*****Portfolios used for both formative and summative assessment.

Portfolio's content:

• Students best work, written work, oral achievement, project work report, group work report, certificates of co-curricular areas etc.

Types of portfolios:

Showcase portfolios: Contains best work of students (mainly used for summative evaluation)

Working portfolios: It consists of collection of day -to-day work of students. (Mainly used for formative evaluation)

Documentary portfolios: It's the gathering of the best work of the students for assessment purposes. (Used for both summative and formative evaluation)

Rubrics:

- A rubric is a scoring tool that teachers use to assess student learning after a lesson using a set of criteria and standard.

Characteristics of a good rubrics:

- Well defined

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- Content specific

- Finite and comprehensive

- Ordered

- Related to common goals

Rubrics can be used to assess:

- Students' portfolios

- Project works

- Laboratory works

- Art work

- Various Performance tests

- Exhibition reports

- Seminar reports

- Exam questions, presentations etc

Types or rubrics:

1. Task-specific or Analytic Scoring rubrics

2. Skill focused or Holistic Rubrics

Difference between Analytic & Holistic Rubrics:

Analytic Rubrics	Holistic Rubrics
Each criterion is evaluated separately	All criteria are evaluated simultaneously
Advantages: • Diagnostic information • Gives formative feedback • Link instruction • Adaptable • Ability to combine scores	Advantages: • Scoring faster • Good summative assessment
Disadvantages: • More time to evaluate while scoring multiple items	Disadvantages: • Does not communicate what needs to be improved • Not good formative

TEST CONSTRUCTION

What is a test?

Test is a formal instrument which is used to measure learner's achievement, performance etc.

Types of tests:

On the basis of function tests are mainly three types. They are:

1. Achievement test: For measuring achievement of a Learner.

2. Diagnostic test: Used to find out the learning difficulties and learning gaps of learners.

3. Prognostic test: Used for predicting the future performance of learners.

Test construction:

Steps of test construction:

- Planning the test

- Preparing the test

- Trying out the test

- Evaluating the test

Planning the test:

- Determining and defining the objectives of the test

- Specifying and selecting the content to be covered

- Planning for the table of specifications/test blue Print.

Blue print contains:

1. Instructional objectives
2. Content
3. Type of test items or types of questions

Preparation of the test:

- Preparation of preliminary draft

- Preparation of final draft

- During preparation of test the directions given to the students should be very clear (Like total time to attend the test, marking scheme, directions to attend the questions etc)

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Trying out the test:

Substeps:

a. Preliminary Tryout

b. Final Tryout

c. Scoring

Evaluating the test:

- Analysing individual items
- Determining the validity
- Determining the reliability
- Determining the usability

Characteristics of a good test:

- Objectivity

- Validity

- Reliability

- Usability

Broad Classification of test items:

Test
├── Written Test
│   ├── Objective type
│   │   ├── Recall type
│   │   │   ├── Simple recall
│   │   │   └── Completion type
│   │   └── Recognisation type
│   │   ├── T/F items
│   │   ├── Matching items
│   │   ├── Multiple choice items
│   │   ├── Analogy
│   │   └── Rearrangement
│   └── Essay type
│   ├── Extended response
│   └── Restricted response
└── Oral Test
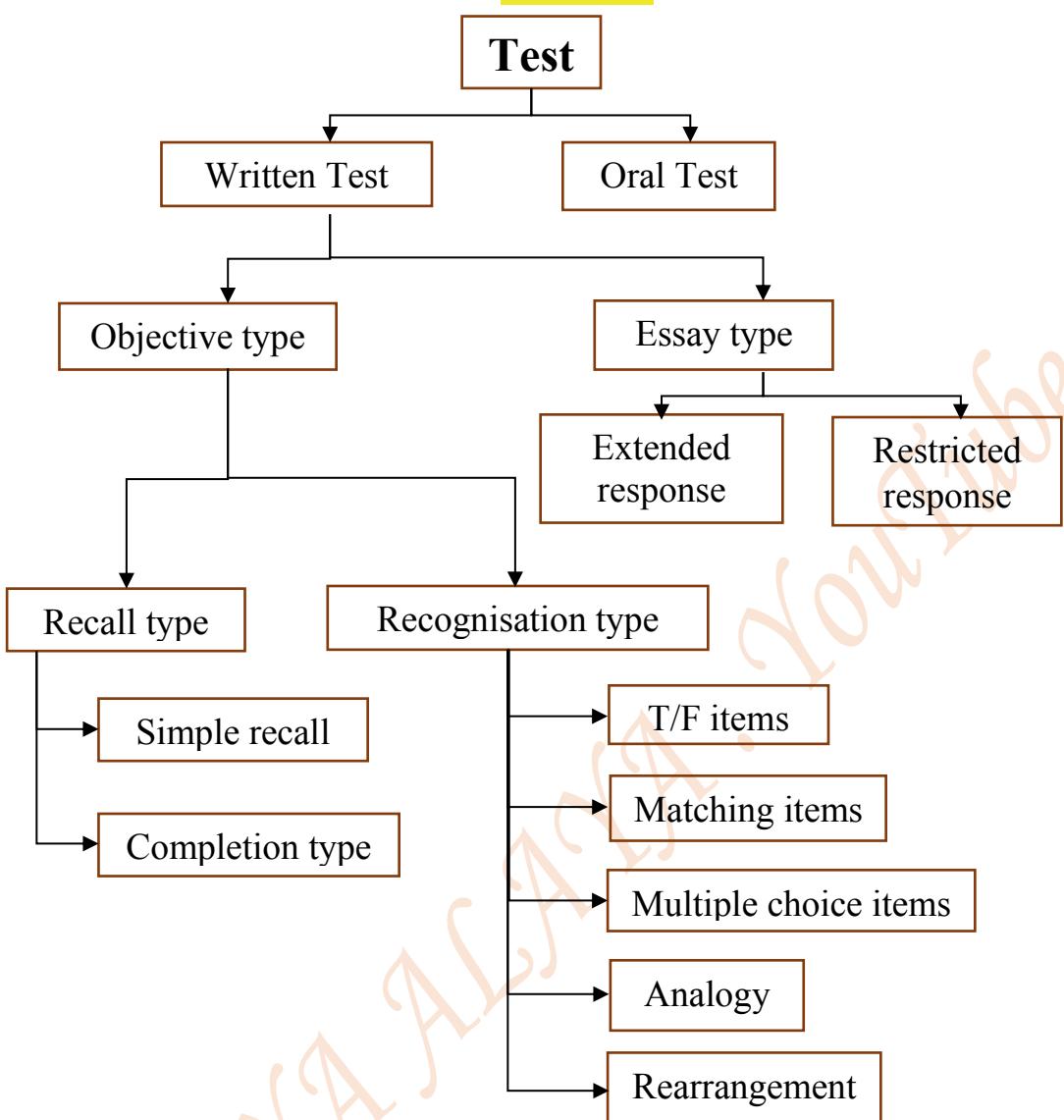
Standardized test and Teacher-made Test:

Teacher-Made Test	Standardised Test
(1) Learning Outcomes and Content Measured: They are used to evaluate the outcomes and content of what has been taught in the classroom.	(1) Learning Outcomes and Content Measured: They are used to evaluate outcomes and content that have been determined irrespective of what has been taught.
(2) Purpose: The tests are required to suggest placement of the child in relation to the class. Mainly used to know the students' progress and to improve the teaching learning programme of a particular school.	(2) Purpose: The tests are required to suggest placement of the child in relation to the sample in which the test has been standardised. Used mainly in research work, guidance, counselling, selection and for administration purposes.
(3) Construction:	(3) Construction:

They are prepared by the classroom teacher. These tests are constructed hurriedly. Experts not involved in its construction.	Use sophisticated procedures and time consuming for its construction. It is a collaborative venture. It has to involve experts along with practising teacher in its own construction.
(4) Test Items: Quality of test items unknown and is generally lower than items of standardised tests. The questions may or may not be objective type. They may be generally of short answer type or essay Type.	**(4) Test Items:** Generally, quality of items is high. They are pre-tested and selected on the basis of difficulty and discrimination power. The questions are bound to be of objective type. The test has to be administered under the conditions prevailing at the time of administration of the test for standardisation. A user of the test administers the test as per test direction.
(5) Method of Administration: The teacher is the master of the situation. He is free to administer the test according to his own lines of thinking.	**(5) Method of Administration:** The scoring key is prepared previously. The user of the test has to apply the said scoring key. Such scoring does not require expert knowledge.
(6) Method of Scoring: Teacher prepares his own scoring key. Usually, such scoring can only be done by a person equally competent as the teacher.	**(6) Method of Scoring:** Scores can be compared to norm groups, Test manuals and other guides for interpretation and use.
(7) Interpretation of Scores: Scores can be compared and interpreted only in the context of the local school situation. The teacher-made tests do not have norms.	**(7) Interpretation of Scores:** Scores can be compared to norm groups, Test manuals and other guides for interpretation and use.
(8) Norms: The teacher-made tests are not tested for objectivity, reliability and validity. Teachers, satisfaction covers all these characteristics of a good test.	**(8) Norms:** Standardised tests have norms meant for a population on which they have been standardised. The norms like stanine scores, Percentile Scores, standard scores etc. help in valuing a raw score quickly and comparing the scores of two or more individuals, schools etc. Standardised tests have appreciable validity, reliability, objectivity and practicability.

Recent Developments in Assessment

Grading System

The word 'grade' is originated from the Latin word "*gradus*" which means *step*.

In Indian education system grading system was introduced in the session 2009-2010.

CBSE Grading system:

Scholastic area point: 9-point grading System

Co-scholastic area: 5-point grading system

CGPA: Cumulative grade point average

Types of grading system:

1. Direct Grading

2. Indirect Grading

A. Relative Grading (Norm-referenced grading)

B. Absolute Grading (Criterion-referenced grading)

Advantages and disadvantages of grading system:

Assessment in co-scholastic area:

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

Co-Scholastic Areas

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                    Co-Scholastic Areas
        ┌──────┬──────────┬──────────┬──────────┐
   Life Skills   Work      Visual &   Attitudes   Co-curricular
              Education  Performing Arts & Values   activities
```

Life Skills:

Thinking skills	Social skills	Emotional skills
>> Self awareness >> Problem solving >> Decision making >> Critical thinking >> Creative thinking	>> Interpersonal relationship >> Effective communication >> Empathy	>> Managing emotions >> Dealing with stress

Attitudes & Values:
1. Teachers
   - School mates
   - School Programs
2. Values systems

Co-curricular activities:

Activities (Any two)
- >> Literary & creative skills
- >> Scientific skills
- >> Information & Communication Technology
- >> Organizational & Leadership skills

Health & Physical Education (any two)
- >> Sports / Indigenous sports
- >> NCC / NSS
- >> Scouting & Guiding
- >> Swimming
- >> Gymnastic
- >> Yoga
- >> First aid

Techniques: Observation, Reporting

Tools: Observation schedule, rating scale, check list, anecdotal record etc.

Implementation strategy of CCE:

In comprehensive aspect of CCE there are two aspects.

    1. Scholastic aspect

    2. Co-scholastic aspect

1. Scholastic aspect

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Academic year divided into two terms

      1st term: 2 FAs and 1 SA; 2nd term: 2 FAs and 1 SA

    Formative assessment (in a year total 4 FAs)

    Summative assessment (in a year total 2 SAs)

Evaluation in Scholastic area:

    9-point grading scale

Mark range	Grade	Grade point
91 – 100	A1	10
81 – 90	A2	09
71 – 80	B1	08
61 – 70	B2	07
51 – 60	C1	06
41 – 50	C2	05
33 – 40	D	04
21 – 32	E1	00
00 – 20	E2	00

2. Co-scholastic aspect

    Evaluation in Co-Scholastic area:

      5-point grading scale

Grade	Grade point
A	4.1 – 5.0
B	3.1 – 4.0
C	2.1 – 3.0
D	1.1 – 2.0

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

| E | 0 – 1.0 |

NCF-2005:

NCF: 2005 is one of the four NCFs published in 1975, 1988, 2000 and 2005 by NCERT in India.

Important points:

- National Advisory Committee/Yashpal committee-1992-1993
- Learning without burden (report)
- NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 states.
- Development of NCF: National Steering Committee by Prof Yashpal and 21 National Focus groups

Guiding Principles of NCF-2005:

• Connecting knowledge to life outside the school

• Enriching curriculum so that it goes beyond text-books

• Making examination more flexible and integrated with classroom life

• Learning is shifted away from rote method

• Nurturing democratic polity of the country

Contents of NCF-2005:

1. Perspectives: Guiding Principles

2. Learning and Knowledge

3. Curricular Area, school stages and assessment

    Curricular areas:

        Language

        Mathematics

        Science

        Social science

    Other areas:

        Work education

        Art education

Peace, Health and physical education

Habitat and learning

Computers

4. School and classroom environment

5. Systematic reform

MICRO TEACHING

What is Micro Teaching?

It is a technique which was first adopted at Stanford University, USA in 1961 by **D. W Allen** and his co-workers. It is a training procedure for teacher preparation aimed at simplifying the complexities of the regular teaching process. In micro teaching a teacher teaches a small group of 5 to 10 pupils for a small period of 5 to 10 minutes.

Micro teaching offers a helpful setting for a teacher to acquire new teaching skills and to refine old ones. It is a new design for teacher training which provides trainees feedback about their performance immediately after completion of lessons.

Definitions of micro-Teaching:

- Micro teaching is a scaled down teaching encounter in class size and class time: By-**Allen 1966**

- Micro teaching is a trainer education technique which allows the teacher to apply well defined teaching skills to a carefully prepared lesson in a planned series of five to 10 minutes encounter with a small group of real classroom students often with a opportunity to observe the performance on video tape. By - **Buch -1968**

Objectives of Microteaching:

• To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.

• To enable teacher trainees to master a number of teaching skills.

• To enable teacher trainees to gain confidence in teaching.

Characteristic of Microteaching:

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• Microteaching is a highly individualized training device

• Microteaching is an experiment in the field of teacher education which has been incorporated in the practice teaching schedule

• It is a student teaching skill training technique and not a teaching technique or method

• Microteaching is micro in the sense that it scales down the complexities of real teaching

• Practicing one skill at a time

• Reducing the class size to 5 – 10 pupils

• Reducing the duration of lesson to 5 – 10 minutes

• Limiting the content to a single concept

• immediate feedback helps in improving, fixing and motivating learning

• The student is providing immediate feedback in terms of peer group feedback, tape recorded/CCTV

• Microteaching advocates the choice and practice of one skill at a time

Steps of Micro-teaching:

The Micro-teaching programme involves the following steps:

Step I: Particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.

Step II: The teacher trainer gives the demonstration of the skill in Micro-teaching in simulated conditions to the teacher trainees.

Step III: The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.

Step IV: The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.

Step V: On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

Step VI: In the light of the feed-back given by the supervisor, the teacher trainee replans the lesson plan in order to use the skill in more effective manner in the second trial.

Step VII: The revised lesson is taught to another comparable group of pupils.

Step VIII: The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.

Step IX: The 'teach – re-teach' cycle may be repeated several times till adequate mastery level is achieved.

Micro-teaching Cycle:

The six steps generally involved in micro-teaching cycle are **Plan, Teach, Feedback, Replan, Reteach,** and **Refeedback**. There can be variations as per requirement of the objective of practice session. These steps are diagrammatically represented in the following figure:

Plan: This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analysed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

Microteaching Cycle

1. Plan
2. Teach
3. Feedback
4. Re-Plan
5. Re-Teach
6.Re-Feedback

Teach: This involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized (in the planning of the activities, the teacher should modify his/her behaviour as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

Feedback: This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

Re-plan: The teacher trainee replans his lesson incorporating the points of strength and removing the points not skilfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.
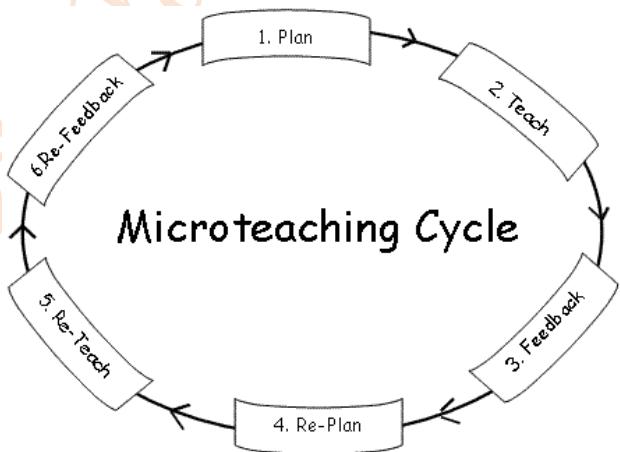
Re-teach: This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

Re-feedback: This is the most important component of Micro-teaching for behaviour modification of teacher trainee in the desired direction in each and every skill practice.

Time duration for the microteaching is:

- o Teach: 6 Minutes.

- o Feedback: 6 Minutes.

- o Re-Plan: 12 Minutes.

- o Re-Teach: 6 Minutes.

- o Re-Feedback: 6 Minutes.

Phases of Micro-teaching:

There are three phases of the Micro-teaching procedure which you have studied in the previous section of this Unit. They are:

1. Knowledge Acquisition Phase.

2. Skill Acquisition Phase.

3. Transfer Phase of Micro-teaching.

1. Knowledge Acquisition Phase (Pre-Active Phase):

It includes the activities such as;

- Provide knowledge about teaching skills.
- Observe the demonstration of teaching skill.
- Analyse and discuss the demonstration of the teaching skill.

2. Skill Acquisition Phase (Inter-active Phase)

It includes the activities such as;

- Planning and preparation of micro lesson for a skill.
- Practicing the skill.

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- Evaluation of the practiced skill (Feedback).
- Re-plan, Re-teach and re-feedback till the desired level of skill is achieved.

3. Transfer Phase (Post –Active Phase):

- Giving opportunity to use the mastered skill in normal class room teaching.
- Integrate the different skill practiced

Link Practice (Integration of Teaching Skills):

When mastery has been attained in various skills, the teacher trainee is allowed to teach the skills together. This separate training programme to integrate various isolated skills is known as 'Link Practice'

- It helps the trainee to transfer effectively all the skills learnt in the micro teaching sessions.
- It helps to bridge the gap between training in isolated teaching skills and the real teaching situation faced by a student teacher.
- Desirable Number of Pupils :15-20
- Preferable Duration :20minutes.
- Desirable Number of Skills :3-4 Skills
- Link practice or integration of skills can be done in two ways;

Integration in parts: 3 or 4 teaching skills are integrated and transferred them into a lesson of 15-20 minutes duration. And again 3 or 4 skills are integrated and are transferred all the skills to one lesson.

Integration as a whole: Student teacher integrates all the individual teaching skills by taking them as a whole and transferred them into a real teaching situation.

Merits of Microteaching:

It helps to develop and master important teaching skills.

- It helps to accomplish specific teacher competencies.

- It caters the need of individual differences in the teacher training.

- It is more effective in modifying teacher behaviour.

- It is an individualized training technique.

- It employs real teaching situation for developing skills.

- It reduces the complexity of teaching process as it is a scaled down teaching.

- It helps to get deeper knowledge regarding the art of teaching.

Limitations of Microteaching:

It is skill oriented; Content not emphasized.

- A large number of trainees cannot be given the opportunity for re-teaching and re-planning.

- It is very time-consuming technique.

- It requires special classroom setting.

- It covers only a few specific skills.

- It deviates from normal classroom teaching.

- It may raise administrative problem while arranging micro lessons

Microteaching Vs Traditional Classroom teaching:

Microteaching	Traditional Classroom Teaching
Teaching is Relatively Simple	Teaching is Complex Activity
Carried out in controlled situation	Carried out in uncontrolled Situation
The Class Consist of a small group of 5 – 10 students	Classroom consist of less than 35 – 40 students
takes up one skill at a time	Teacher practices several skills at a time
Teaching time is 5 to 10 mts.	Teaching time is 40 to 45 minutes
Immediate Feedback provided	No immediate feedback
Provision for re-teaching	No provision for re- teaching
Students gains confidence in teaching	Students usually tensed and scared

IMPORTANT ENGLISH METHODOLOGIES

Grammar Translational method:

• This is the oldest method of teaching English

• This method is also known as traditional method or classical method

• In this method target language is translated into native language or mother tongue.

• In this method more focus on grammar rules, written text and comprehension.

• In this method grammar is taught seductively from unknown to known.

• This method only focuses on reading and writing.

Direct method:

• Target language is taught in the same language.

• Here in this method, there is no use of mother tongue.

• There is no translation like grammar translation.

• It is a natural method of teaching English.

• Here in this method out of the four language skills LSRW the spoken aspect of language is focused.

• Here use of language is focused not the rules

• Grammar is taught inductively

• Oral drills and vocabulary also focused.

Bilingual method:

• Target language is used and sometimes in order to let the child understand mother tongue is used.

• Child can't use mother tongue, only the teacher can use it whenever required.

Audio-Lingual method:

• Here focus is given on sound and sentence pattern.

• This method is also known as Army method.

• Here in this method more focus is provided on oral drill and pronunciation

• Here learning takes place mainly through repetition and memorization

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• This method is similar with direct method where target language is taught in same language

Dr. West New Method:

Dr west had done research on teaching English as a foreign language in India and developed this method as a response to the direct method.

According to Dr West teachers should teach reading skills first to improve reading comprehension first.

Dr. West recommended an essential Vocabulary list of 2280 words, which have been classified as:

A. General words

B. Essential words

C. Common environmental words

D. Specific environmental words

Principles of Dr Wests New method:

• Grammar is taught inductively using model sentences

• Initially conversation is practiced in a controlled environment

• New structures are explained using mother tongue

• Here in this method memorization is common in language learning

Merits:

• Develops reading skills of students

• Useful for lower grade teachers to follow in class

• Develops comprehension

• Interest in reading is increased

Demerits:

• Over emphasis on reading skills

• Neglects oral skills

• Teaching Learning process become dull and monotonous

EDUCATIONAL POLICIES AND PROGRAMMES

Kothari commission / Education commission (1964-1966):

- Government of India appointed this commission on 14 July, 1964 under the chairmanship of Dr D. S Kothari (He was also the chairman of UGC)

- Began its task on - October 2, 1964

- The report of the commission entitled "Education and National Development" was issued on 29th June, 1966.

- Total members-17 (Five foreign experts from, USA, USSR, UK, France, Japan)

- Chairman-Daulat Singh Kothari

- Member Secretary-J P Naik

- Associate Secretary-J F McDougall

To improve the educational set up the government constituted two commissions after independence. Radhakrishnan Commission, which dealt with university education and Secondary Education Commission, confined to secondary education only. The recommendations of these two commissions could not be succeeded in its full implementations. Consequently, the defects in the area of education persisted. In order to remove theses defects, the government had to appoint a new education commission to advise the government on national pattern of education along with general principles and policies for the development of education at all stages.

University Education commission / Radhakrishnan Commission-1948 (Total 10 members)

Chairman: Dr. Sarvepalli Radhakrishnan (Former vice chancellor of Banaras University)

Secondary Education Commission / Mudaliar Commission:1952-1953 (Total -10 members)

Chairman: Dr Lakshmana Swami Mudaliar (Vice chancellor of Madras University)

Kothari Commission – Important Objectives

Some of the important objectives behind setting up the Kothari Commission are listed below.

1. To provide policies and guidelines for the development of education in India.
2. To find and evolve a general pattern of education in India
3. To examine every aspect of the Indian education sector.

4. Although the Kothari Commission was established to review the entire education sector, two important domains were left out of its purview – they were legal education and medical education.

Kothari Commission – 23 Recommendations

1. Defects in the existing education system
2. Aims of the education
3. Methods of teaching
4. Textbook
5. Curriculum
6. Educational structures and standards.
7. Physical welfare of students
8. Education of women
9. Guidance and counselling
10. Problems of Supervision and inspection
11. Three language formula
12. Distance Education
13. Selective Admission
14. Vocational Education
15. Education on Morals and Religion
16. University Autonomy
17. Teacher Education
18. Adult Education
19. University – Aims, Objectives and Functions
20. Administrative Problems
21. Work Experience
22. Higher Education – Enrolment
23. Evaluation

Brief Details on Important Recommendations of Kothari Commission (1964-66):

1. Provision of Free and Compulsory Education – Recommended providing free and compulsory education for children aged 6 to 14 years.

2. Languages – The Commission recommended adopting a three-language formula at state levels. It intended to promote a language of the Southern States in Hindi speaking states. It intended to promote Hindi, English and a regional language in non-Hindi speaking states.

3. The Kothari Commission recommended promoting regional languages, Sanskrit as well as international languages, preferably English.

4. The Kothari Commission recommended providing favourable and adequate service conditions for teachers and providing them with the necessary freedom to conduct and publish those findings.

5. To promote social justice, the Kothari Commission focused on girls' education, education of backward classes, education of tribal people, physically and mentally handicapped children.

6. As Science and Maths are an integral part of the growth of any nation, the Kothari Commission recommended making Maths and Science an integral part of education.

7. The Commission recommended reforms to improve education at university level by paying special attention to postgraduate level research, training, providing adequate libraries, laboratories and funds.

Results of Kothari Commission Recommendations:

1. The education system at the national level was aligned in **10 + 2 + 3** pattern, as recommended by the Kothari Commission.

2. One of the most important recommendations of the Kothari Commission was the National Policy on Education. The Bill was passed in the Parliament under the leadership of former Prime Minister of India, Indira Gandhi.

3. It has been reported that even the National Policy on Education in 1986 (which was formulated under the leadership of former Prime Minister of India, Rajiv Gandhi), was influenced by recommendations of Kothari Commission.

4. As per recommendations of Kothari Commission, the education sector in India was stratified into national bodies, state bodies and Central Board.

National Education Policy, 1986:

First such policy had come in **1968** under Indira Gandhi government. Prior to this policy, a resolution in Lok Sabha was moved in **1964** by Congress MP **Siddheshwar Prasad**, who criticized the government for not paying enough attention to education and centre lacked a uniform vision and definite philosophy for education. The government of the day agreed that there should be a national and coordinated policy towards education. The government then set up a 17-member Education Commission under UGC chairperson **D. S. Kothari** {Kothari Commission}. On the basis of recommendations of Kothari Commission, the **first National Education Policy** was released in **1968**. This policy had called for a **National School System**, which meant that all students, irrespective of caste, creed and sex would have access to education of a comparable quality up to a given level. Further, it envisaged a common educational structure **{10+2+3}** which was accepted across the country and most of us have studied under that system. It also advocated **use of mother tongue** as medium of teaching in early school years. Another major call was strengthening the research in the universities.

Performance of NEP, 1968:

The 1968 policy or **NEP-I** was not very successful. There were several reasons for this. Firstly, at that time, a proper programme of action was not brought out. Secondly, there was a shortage of funds, India's economy was in tatters. Thirdly, at that time, Education was in state list, so role of centre was little on how the states would implement this scheme. Despite this, the key legacies of this policy include our current **10+2+3** system of education; and three language formula, which is followed by most schools. Science and Math were now getting more priority.

National Education Policy, 1986:

The 1986 policy was issued during tenure of Rajiv Gandhi as Prime Minister and it was updated in 1992 when PV Narsimha Rao was the prime minister. This policy focussed on modernization and role of IT in education. More attention was paid on restructuring the teacher education, early childhood care, women's empowerment and adult literacy. It also accepted autonomy of universities and colleges, something which was resisted in past.

Performance of NEP, 1986:

In comparison to the 1968 policy, the 1986 policy performed better. There were several reasons to this. Firstly, this policy came after 42nd amendment in 1976. In this amendment, five subjects were transferred from State to Concurrent List including **Education, Forests, Weights & Measures, Protection of Wild Animals and Birds; and Administration of Justice**. Secondly, now centre was able to accept wider responsibility and introduced a number of programmes in line with this policy. Most of our classic government schemes such as **Sarva Shiksha Abhiyan**, **Mid-Day Meal Scheme**, **Navodaya Vidyalayas (NVS schools)**, **Kendriya Vidyalayas (KV schools)** and **use of IT in education** were started under the NEP of 1986.

On the recommendations of Kothari commission

> NEP-1968 formulated
>
> Then revised NEP-1986
>
> And then NEP-POA-1992

Studying the whole education system of the country, a status report entitled "**Challenge of Education: A Policy perspective**" was issued on 1985.After thorough review through various seminars and workshops and debates and discussion the " Draft of NEP-1986" was laid on the table of Parliament in first week of May. Then NEP-1986 approved by parliament in May 1986

NEP-1986 contains **12 chapters and 157 paragraphs** on education.

> The twelve chapters in the NEP-1986:
>
> > 1. Introductory
> >
> > 2. The essence and role of Education
> >
> > 3. National system of Education
> >
> > 4. Education for equality
> >
> > 5. Recognisation of Education at different stages
> >
> > 6. Technical and Management Education
> >
> > 7. Making the system work
> >
> > 8. Reorienting the content and process of Education
> >
> > 9. The Teacher
> >
> > 10. The management of Education
> >
> > 11. Resource and Review

Recommendations:

1. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times.

2. Education refines sensitivities and perceptions, develops scientific temper and independence of mind and manpower for different levels of the economy.

3. The concept of National System of Education implies that up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality.

4. The 10+2+3 structure has now been accepted in all parts of the country.

5. National System of Education will be based on NCF.

6. To promote quality, it will be necessary to provide for equal opportunity to all not only in access but also in success.

7. Minimum levels of learning will be laid down for each stage of education.

8. In higher and technical education steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian.

9. Improvement in section of research and development and science and technology and development of proper resources for it.

10. Lifelong education is a cherished goal of the educational process

11. Education will be used as an agent of basic change in the status of women

12. Pre-matric scholarship scheme for children of families engaged in occupations such as scavenging, flaying etc

13. Opening of primary schools in tribal areas

14. Anganwadis, non-formal and Adult Education centres will be opened on a priority basis.

15. Attention to minority groups in the interests of equality and social justice.

16. Continuous upgradation of skills so as to Produce manpower resources of the kind and the number required in the society.

17. Recognizing the holistic nature of child development, nutrition, health and social, mental, physical, moral and emotional development, Early Childhood Care and Education (ECCE) will receive high priority.

18. Day -care centres will be provided as a support service for universalisation of primary education, to enable girls engaged in talking care of siblings to attend school and as a support service for working women belonging to poor sections.

19. A warm welcoming and encouraging approach, is the best motivation for the child to attend school and learn.

20. A phased drive, symbolically called Operation Black Board will be undertaken with immediate effect to improve primary schools all over the country.

21. Vocationalisation through specialized institutions.

22. Vocational education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity.

23. Higher education has to become dynamic

24. State level planning and coordination of higher education will be done through councils of Higher Education.

New Education policy-2020:

Recently, the Union Cabinet has approved the **new National Education Policy (NEP), 2020** with an aim to introduce several changes in the Indian education system - **from the school to college level.**

- The NEP 2020 aims at making **"India a global knowledge superpower".**

- The Cabinet has also approved the **renaming** of the Ministry of Human Resource Development to the **Ministry of Education.**

- The NEP cleared by the Cabinet is **only the third major revamp of the framework of education** in India since independence.

Key Points:

- **School Education: Universalization** of education from **preschool to secondary level** with **100% Gross Enrolment Ratio (GER)** in school education by **2030.**
- To bring out 2 crore children back into the mainstream through an **open schooling system.**
- The current **10 + 2 system** to be **replaced** by a new **5 + 3 + 3 + 4** curricular structures corresponding to **ages 3 - 8, 8 - 11, 11 - 14, and 14 - 18 years respectively.**

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

Transforming Curricular & Pedagogical Structure

New pedagogical and curricular structure of school education (5+3+3+4): 3 years in Anganwadi/pre-school and 12 years in school

- Secondary Stage(4) multidisciplinary study, greater critical thinking, flexibility and student choice of subjects
- Middle Stage (3) experiential learning in the sciences, mathematics, arts, social sciences, and humanities
- Preparatory Stage (3) play, discovery, and activity-based and interactive classroom learning
- Foundational stage (5) multilevel, play/activity-based learning

- It will bring the uncovered age group of **3-6 years** under school curriculum, which has been recognized globally as the **crucial stage for development of mental faculties of a child.**

- It will also have 12 years of schooling with three years of Anganwadi/ pre schooling.

- **Class 10 and 12 board examinations to be made easier,** to test core competencies rather than memorised facts, with all students allowed to **take the exam twice.**

- **School governance** is set to change, with a **new accreditation framework and an independent authority** to regulate both public and private schools.

- Emphasis on **Foundational Literacy and Numeracy,** no rigid separation between academic streams, extracurricular, vocational streams in schools.

- **Vocational Education** to start from **Class 6 with Internships.**

- Teaching up to at **least Grade 5** to be in **mother tongue/regional language.** No language will be imposed on any student.

- Assessment reforms with **360 degree Holistic Progress Card,** tracking Student Progress for achieving Learning Outcomes

- A new and comprehensive **National Curriculum Framework for Teacher Education (NCFTE) 2021,** will be formulated by the **National Council for Teacher Education (NCTE)** in consultation with **National Council of Educational Research and Training (NCERT).**

- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

- **Higher Education:**

Learning plan
A look at the key features of the new education policy:
- R.V.S. PRASAD

- Public spending on education by States, Centre to be raised to 6% of GDP
- Ministry of Human Resource Development to be renamed Ministry of Education
- Separate technology unit to develop digital education resources

SCHOOL EDUCATION
- Universalisation from age 3 to Class 10 by 2030
- Mission to ensure literacy and numeracy skills by 2025
- Mother tongue as medium of instruction till Class 5 wherever possible
- New curriculum to include 21st century skills like coding and vocational integration from Class 6
- Board exams to be easier, redesigned

HIGHER EDUCATION
- New umbrella regulator for all higher education except medical, legal courses
- Flexible, holistic, multi-disciplinary UG degrees of 3-4 years' duration
- 1 to 2 year PG programmes, no M.Phil
- College affiliation system to be phased out in 15 years

- **Gross Enrolment Ratio** in higher education to be **raised to 50% by 2035.** Also, **3.5 crore seats** to be added in higher education.

- The **current** Gross Enrolment Ratio (GER) in higher education is **26.3%.**

- Holistic Undergraduate education with a flexible curriculum can be of **3 or 4 years with multiple exit options** and appropriate certification within this period.

- **M.Phil** courses will be **discontinued** and all the courses at undergraduate, postgraduate and PhD level will now be interdisciplinary.

- **Academic Bank of Credits** to be established to facilitate Transfer of Credits.

- **Multidisciplinary Education and Research Universities (MERUs),** at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.

- The **National Research Foundation** will be created as an **apex body** for fostering a strong research culture and building research capacity across higher education.

- **Higher Education Commission of India (HECI)** will be set up as a **single umbrella body** for the entire higher education, **excluding medical and legal education.** Public and private higher education institutions will be governed by the **same set of norms** for regulation, accreditation and academic standards. Also, HECI will be having **four independent verticals namely,**

  1. National Higher Education Regulatory Council (NHERC) for **regulation,**

  2. General Education Council (GEC) for **standard setting,**

  3. Higher Education Grants Council (HEGC) for **funding,**

  4. National Accreditation Council (NAC) for **accreditation.**

- **Affiliation of colleges** is to be **phased out in 15 years** and a stage-wise mechanism to be established for granting graded autonomy to colleges.

- Over a period of time, every college is expected to develop into either an autonomous degree-granting College, or a constituent college of a university.

- **Other Changes:**
- An autonomous body, the **National Educational Technology Forum (NETF),** will be created to provide a platform for the **free exchange of ideas** on the use of technology to enhance learning, assessment, planning, administration.

Digital drive

The new education policy has emphasised the integration of technology in all levels of learning. Some features of the policy:

Technology in education
- An autonomous body, the National Educational Technology Forum, will be created for the exchange of ideas on use of technology to enhance learning, assessment, planning and administration
- A dedicated unit for the purpose of creating digital infrastructure, digital content and capacity building will be set up in the ministry
- Integration of technology will be done to improve classroom processes

Teacher education
- By 2030, the minimum degree qualification for teaching will be a four-year integrated B.Ed. degree

Financial support
- Meritorious students belonging to SC, ST, OBC and other socially and economically disadvantaged groups will be given incentives
- Private institutions will be encouraged to offer scholarships to their students

Professional education
- Standalone technical universities, health science universities, legal and agricultural universities will aim at becoming multi-disciplinary institutions

- National Assessment Centre- **'PARAKH'** has been created to assess the students.

- It also paves the way for **foreign universities to set up campuses** in India.

- It emphasizes setting up of **Gender Inclusion Fund, Special Education Zones** for disadvantaged regions and groups.

- National Institute for **Pali, Persian and Prakrit,** Indian Institute of **Translation and Interpretation** to be set up.

- It also aims to **increase** the public investment in the Education sector to reach **6% of GDP** at the earliest.

- Currently, India **spends around 4.6 % of its total GDP on education.**

Main objectives:

- A New Education Policy aims to facilitate an **inclusive, participatory and holistic approach,** which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.

- It is a progressive shift towards a more scientific approach to education. The prescribed structure will help to cater the ability of the child – stages of cognitive development as well as social and physical awareness. If **implemented in its true vision,** the new structure can bring India at par with the leading countries of the world.

Samagra Shiksha Abhiyan (SMSA):

Objectives:

- The Government of India launched this scheme under the Ministry of Human Resource Development. The Department of School Education and Literacy looks after its administration.

- The scheme was launched with a view to improving the quality of school education.

- The Scheme represents a paradigm shift in the conceptual design of school education, by treating 'school' holistically as a continuum from pre-school, primary, upper primary, and secondary to the senior secondary levels.

- The scheme was drafted with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling, and also equitable learning outcomes.

- In June 2021, the Ministry of Education has launched the NIPUN Bharat Programme that intends to cover the learning needs of children between three and nine years. The programme is being run under the aegis of Samagra Shiksha Abhiyan (SSA).

Samagra Shiksha Abhiyan Genesis:

- The Samagra Shiksha Abhiyan was formed by subsuming the following three schemes to ensure an integrated and holistic school education:
    1. (RMSA) Rashtriya Madhyamik Shiksha Abhiyan
    2. (SSA) Sarva Shiksha Abhiyan
    3. (TE) Teacher Education
- The goal is to treat schooling as a smooth transition from pre-school, primary, upper primary, secondary and senior secondary level. It focuses on improving the quality of education at all levels by integrating the **two T's – Teachers and Technology**.
- Ministry of Human Resource Development is implementing the Scheme of Vocationalisation of School Education under the umbrella of Samagra Shiksha.
- Under the scheme of Vocationalisation of School Education, a vocational subject is offered for Classes IX to XII along with general education to provide necessary employability and vocational skills for a variety of occupations.

The vision of Samagra Shiksha Scheme:

- The scheme mainly aims to support States in the implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. Right to Education Act (RTE) is a fundamental right under Article 21-A of the Constitution of India. Further details on the Right to Education Act are available on the linked page.
- To ensure inclusive and equitable quality education from pre-school to the senior secondary stage in accordance with the Sustainable Development Goal for Education. Get detailed information on the Sustainable Development Goals (SDG) on the given link.
- Sustainable Development Goal 4.1: Aims to ensure that all boys and girls complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.
- Sustainable Development Goal 4.5: Aims to eliminate gender disparities in education and ensure equal access to all levels of education.

Samagra Shiksha Abhiyan – Important Features:

- Integrated Approach to Education

- Maintaining continuity in school education from Pre-School to Class 12.

- Including the prior and post levels in School education:

- Senior Secondary levels

- Pre-School Levels

- Administrative Reformation

- The scheme will provide flexibility allowing the State to prioritize its interventions.

- Improved Quality of Education

- Making education quality high priority by focussing on **the two T's- [Technology and Teachers]**

- Improving the following factors that result in a higher quality of education

- Capacity building of teachers

- Quality of prospective teachers by strengthening the Teacher Education Institutes like SCERTs and DIETs.

- Supporting the **Rashtriya Avishkar Abhiyan** in order to encourage Science and maths learning in schools.

- Encouraging programmes that encourage the development of foundational skills in primary schools like **Padhe Bharat Badhe Bharat.**

- Providing annual library grants in schools.

- Digitalizing Education

- Digitalizing education makes the teacher more efficient and the students can easily grasp the concepts with the visual representation of content.

- The Samagra Shiksha Scheme plans to improve the quality of education by promoting and supporting digital education.

- The Ministry of Human Resource Development has launched Operation Digital Board to increase the influence of technology on education.

- Further initiatives by the Govt. of India with similar intentions include the following programmes:

- Shagun

- UDISE+

- Shaala Saarthi

- Shaala Kosh

- Strengthening of Schools

- Composite school grant increased

- Providing and encouraging cleanliness activities – **Supporting Swachh Vidyalaya**.

- Improving the quality of government school infrastructure

- Focusing on Girl Education

- Empowering girls at a young age is important.

- Providing basic self-defence training to girls

- Encouraging the '**Beti Bachao Beti Padhao**' programme.

- Vocational and Soft Skill Development

- Extending the vocational skill curriculum at the upper primary level.

- Reinforcing the emphasis on '**Kaushal Vikas**'.

- Sports and Physical Education Integration

- Sports Education to be an integral part of the curriculum

- Maintaining the Regional Balance

- Promoting Balanced Educational Development

- Favouring the selection of **Educationally Backward Blocks (EBBs)**, **LWE affected districts**, **Special Focus Districts (SFDs)**, **Border areas and the 117 aspirational districts identified by Niti Aayog**.

Funding Pattern of Samagra Shiksha:

- Samagra Shiksha Scheme is implemented as a Centrally Sponsored Scheme.

- It is 100% centrally sponsored for Union Territories without Legislature.

- The fund's sharing ratio is 60:40 for all other States and Union Territories with Legislature.

- For the North-Eastern States and the Himalayan States, the fund sharing pattern for the scheme between Centre and States at present is in the ratio of 90:10.

RIGHT TO FREE AND COMPULSORY EDUCATION ACT, 2009:

Introduction:

The framers of the Constitution in their wisdom chose to include education in the Directive Principles of State Policy and not in the section on fundamental rights and correspondingly **Article 45** stated that: "The State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years." However, education remained a neglected area of state policy with universalization of elementary education continuing to be a distant goal. Efforts from educationists, academics and civil society groups that focused on a rights-based approach finally yielded results in 2002, when the **86th Constitutional Amendment** was passed by Parliament and **Article 21A**, which makes right to education a fundamental right, was included in the Constitution. In so doing it put the Right to Education on par with the Right to Life stated in **Article 21**. Article 21 A states: "*the state shall provide free and compulsory education to all children of the age of 6 to 14 years as the state may, by law determine*".

Following from this a Right to Free and Compulsory Education Act (RTE) was drafted and passed in Parliament on **August 27, 2009** (notified on February 16, 2010 to come into effect from **April 1, 2010**).

MAIN FEATURES OF THE RTE:

1. Makes Elementary Education Free

2. Makes Elementary Education Compulsory for the State to provide

3. Mandates education of children along their peer age group ("age-appropriate"); provides for "special training" to facilitate age-appropriate education

4. Sets quality norms for all schools

5. Sets qualification and working norms for Teachers in all schools

6. Mandates curriculum in all schools to be in consonance with Constitutional Values

7. Mandates a system of evaluation that is free of the oppression of annual exams

8. Enhances role of PRIs in implementation as well as grievance redressal.

9. Mandates participation of civil society in the management of schools; makes teachers accountable to parents and the community

10. Democratizes education delivery in the country by mandating 25% reservation for children from weaker sections in private schools.

11. Protects children from labour, marriage, exploitation, discrimination, abuse, violence and neglect.

12. Separates agency for implementation of Act (Education Department) from agency charged with monitoring the implementation of the Act (NCPCR)

1. Free Elementary Education for ALL children in age group 6 – 14 years in a neighbourhood school.

What does "free" mean?

According to the Act, no financial constraints can "prevent" a child from a enrolling, attending and completing elementary education. In other words, if a child lives in a remote area, providing free transportation (or a residential facility or some other facility) will be part of the child's entitlement to education; if a child is disabled and needs crutches to walk to school then crutches, or some other facility that enables him to go to school will be part of his entitlement under the Act.

What is elementary education?

Elementary education is 8 years of education corresponding to classes 1-8. This in most cases includes children between 6-14 years, but in states that start at 5 years and go up to class7, RTE would still extend to class 8.

What is a neighbourhood school?

The neighbourhood has been given a wide definition in the Model Rules of the Act. Ordinarily it is 1 km walking distance from the habitation of a child at the primary level and 3 km for upper primary level. However, in areas with sparse populations, or those prone to natural disasters or with difficult terrain or civil unrest, this limitation may be changed and transportation or residential facilities provided to children so that their education is not interrupted or disrupted.

2. Compulsory Elementary Education

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

The word compulsory has implications for the government alone. In other words, while it is the DUTY of the parent to send their children to school (Article 15k) it is the OBLIGATION of the government to ensure not just enrolment but attendance and completion of elementary education. This implies that the government

    a.   Must identify all children that are out of school or dropped out

    b.   Make sure that they are enrolled in school

    c.   Make sure they attend school on a regular basis

    d.   Make sure they complete the elementary cycle of education.

    e.   If parents are reluctant to send their children it is the responsibility of the government to find a way of convincing the parents, without use of force/ violence/pressure to send their children to school.

3. Age-Appropriate Education

a. This means that children will be enrolled in the class that corresponds to their age. In other words, if a 10-year-old has not been to school or dropped out earlier, she will be enrolled in class 5.

b. To enable the 10 years to cope in class 5 "special training" will be provided on the premises to bring the child up to the age-appropriate level.

4. Quality Norms for ALL schools

The Act lays out some basic norms for all schools (government and private):

a. Pupil- Teacher Ratio (cannot exceed 1:30)

b. Minimum days of school functioning in a year (200 and 250 for primary and Upper Primary, respectively)

c. Minimum hours of instruction in school (4 and 5 hours a day for primary and UP)

d. Minimum working hours for the teacher (45 hours a week)

e. Separate subject teachers and head-teacher

f. One room for every teacher

g. Separate and functional toilets; clean and adequate drinking water

h. Playground, boundary wall, library, kitchen

5. Qualifications for Teachers

a. Para Teachers banned

b. All teachers must subscribe to minimum qualifications and training norms laid out by Academic Authority within 5 years.

c. Teacher education and Teacher training institutes to be upgraded to enable fulfillment of quality and qualification norms for teachers.

6. Curriculum in line with Constitution

a. This means that curriculum, syllabus and books must conform to Constitutional values. It implies that communal and harmful agendas cannot be part of the materials used and taught in ANY school of the country.

b. Syllabus and Books must also take into account age and learning levels of children

7. Evaluation system to be based on principle of Continuous and Comprehensive Evaluation (CCE).

a. No failure till completion of elementary cycle

b. Evaluation to be done throughout the year and not be based on an annual exam.

c. Teachers to maintain PUPIL CUMMULATIVE RECORD (PCR) for every child.

d. Evaluation to be on "comprehensive" performance of child, reflecting all facets, talents of the child and not be based on just a few subject areas. The PCR to include music, theatre, leadership skills, social skills etc., as well.

8. Role of Panchayati Raj Institutions:

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a. The PRIs have been given a wide range of functions related to the implementation of the provisions of the RTE, such as identification of out of school children; neighbourhood-wise school mapping; maintenance of child records (child-tracking) public display of information; education of children from migrant families; participation in School Management Committees (SMCs)

b. PRIs have also been made responsible for grievance redressal in matters related to violations of the rights of the child under RTE.

9. Participation of Civil Society

a. School Management Committees consisting largely of parents (75%) and of PRIs officials and civil society partners have been given a wide range of functions under the Act, including the preparation of the School Development Plan

b. Teachers have been made accountable to the SMCs.

10. Reservation in Private Schools

a. All private schools are required to admit in their incoming class 25% children from weaker sections and socially disadvantaged groups from their neighbourhood.

b. Limits of definition to be extended if 25% seats are not being filled within the standard limits of neighbourhood.

c. Private schools to be reimbursed for these children by the government at the rate of per learner costs of government schools in the state.

11. Separation of Implementation and Monitoring Agency.

a. Implementation responsibilities lie with the education departments in conjunction with the PRIs

b. Monitoring role has been given to the National Commission for Protection of Child Rights (NCPCR) and the corresponding State Commissions.

c. This separation is very important and a first in the history of such legislations and allows for independent monitoring of the implementation of the Act.

d. NCPCR/ SCPCR have quasi-judicial powers and can function as a civil court. Complaints and grievances can be addressed to them as well.

SARVA SHIKSHA ABHIYAN:

What is Sarva Shiksha Abhiyan (SSA)?

- It is part of the universalization of elementary education.
- Launched by the Government of India in 2002.
- It aims to provide useful and relevant elementary education for all children in the 6 to 14 age group range by 2010.
- This program has time-bound objectives.
- SSA would not disturb existing structures of education in states and districts.
- It covers other programs like District Primary Education, Lok Jumbish, Operation Blackboard, etc.
- SSA is an effort to improve the performance of the school system. It aims to provide quality elementary education with community involvement.
- It aspires to bridge gender and social disparities in elementary education.
- It has a special focus on the educational needs of girls, SCs, STs, children with disabilities and disadvantaged children.

Characteristics of SSA:

- It is a program with a clear time frame for universal elementary education.
- It is a response to the demand for quality basic education all over the country.
- It is an expression of political will for universal elementary education across the country.
- It was a partnership between central, state and local governments.
- It was an opportunity for states to develop their vision for elementary education.
- It was a result-oriented approach with accountability towards performance and output at all levels.
- It was an approach that focuses on the need for educationally backward areas. It also looks into the needs of disadvantaged social groups including children with special needs.

Objectives of SSA:

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1. All children in school, Education guarantee centre, alternate school or back to school camp by 2003

2. All children complete five years of primary school by 2007.

3. All children complete eight years of elementary education by 2010.

4. Focus on elementary education of satisfactory quality with emphasis on education for life.

5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010

6. Universal retention by 2010.

Framework of SSA:

SSA has two aspects;

1. It provides a wide convergent framework for the implementation of elementary education schemes.

2. It is also a program with budget provision for strengthening vital areas. This is to achieve the universalization of elementary education.

Broad Strategies central to SSA:

1. Institutional reforms: Central and state governments will undertake reforms to improve the efficiency of the delivery system. For example, revitalization if teacher deployment decentralization and community ownership status of girl child education, ST and disadvantaged group education status.

2. Sustainable Financing: The financing of elementary education interventions has to be sustainable for SSA. It calls for a long-term perspective on the financial partnership between central and state governments.

3. Community ownership: It calls for community ownership of school-based interventions through effective decentralization.

4. Priority to the education of girls: It is one of the principal concerns of SSA especially those belonging to SC, ST, minority groups, etc.

5. Focus on special groups: Focus on inclusion and participation of children from SC/ST, minority, children with special needs and other marginalized groups.

6. Pre-project phase: It will commence throughout the country with a well-planned pre-project phase. It will be providing a large number of interventions for capacity development to

improve delivery and monitoring systems. These include household surveys community-based microplanning training of community leaders diagnostic studies etc.

7. Thrust on quality: SSA lays thrust on making education at an elementary level useful and relevant for children. This can be done by improving the curriculum, effective teaching-learning strategies, etc.

8. Role of teachers: SSA recognizes the critical and central role of teachers. It advocates a focus on their development needs.

Schemes part of SSA:

All those schemes were included under SSA which were related to upliftment and promotion of primary education in India. Some of them are

1. Education Guarantee scheme: This scheme guarantees the schooling to areas with very low population density. Education is guaranteed to schools with students as less as 25 in numbers.

2. Operation blackboard: This operation is related to infrastructure improvement of primary and upper primary schools. Until 2014 – 15 about 90% primary and 80% upper primary schools have benefited from this.

3. Mid-day meal scheme: This was started in 1995 and was linked with SSA. Center and state spend in 75:25 ration in this scheme

4. Kasturba Gandhi Balika Vidyalaya: Started in 2004 July and linked to SSA in 2007. There is a separate budget for this scheme opens schools for girls living in underprivileged and marginalized conditions.

5. District primary education program: This program was started in 1994 for educationally backward districts.

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA):

RMSA is short for Rashtriya Madhyamik Shiksha Abhiyan. Further, this literally translates into the National Mission for Secondary Education. The successful implementation of this mission was from 2009-2010. However, it focuses to provide conditions for efficient growth, development, and equity for all students. This scheme also includes the following:

- Multidimensional research,
- Technical consulting,
- Various implementations and
- Funding support.

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Objectives of RMSA:

1. To ensure the improvement of the quality of secondary education and

2. To increase the total enrolment rate from 52% (in the year 2005–2006) to 75% in five years (in the year 2009–2014).

Core Purpose of RMSA:

The core purpose and long term aim of RMSA is as follows:

1. To improve the overall quality of education imparted at the secondary level. And this is possible by through making all secondary schools conform to all the norms that the authority prescribes to.

2. To remove barriers of gender, socio-economic and disability. These barriers are more like social prejudice which only interfere with the process of widening one's mindset.

3. Further, universal access to secondary level education by 2017 (which is the XII Five Year Plan).

4. Rather ambitious goals of universal retention of students by the year 2020.

Goal And Objectives:

1. Establishing Secondary School within a radius of 5kms.

2. Achieving 75% access by 2012-13 and 100% access by 2017-18.

3. Achieving 100% retention by 2020.

4. Providing necessary physical facilities, teaching and non – teaching staff for every secondary school

5. To see that no student shall be deprived of secondary education because of gender disparity, socio economic reasons, disability

6. Improving quality of education imparted at secondary level.

7. Eradicate gender differences.

8. Remove Socio-economic and disability barriers.

Physical facilities provided under the RMSA scheme:

1. Additional class rooms.

2. Laboratories.

3. Libraries.

4. Toilet blocks.

5. Drinking water provisions.

6. Libraries.
7. Residential Hostels for Teachers in remote areas.

Quality interventions provided under the scheme:

1. appointment of additional teachers to reduce PTR to 30:1.
2. focus on Science, Math and English education.
3. In-service training of teachers.
4. Providing science laboratories
5. ICT enabled education.
6. Curriculum reforms.
7. leaching learning reforms.

Equity interventions provided in the scheme:

1. Special focus in micro planning.
2. preference to Ashram schools for upgradation.
3. preference to areas with concentration of SC/ST/Minority for opening of schools.
4. Special enrolment drive for the weaker section.
5. More female teachers in schools.
6. Separate toilet blocks for girls

Major Heads of the RMSA:

There are 4 major heads or chief-in-charge of the RMSA;

1. **Quality improvement:** In schools, there was a promotion of environmental education and science laboratories. In addition, RMSA looks into the promotion of central sponsorship schemes of the population education project, international mathematics and science Olympiads. The state governments also provide in-service training for the teachers, infrastructure and research inputs.

2. **Access and equity:** RMSA does not only emphasize on providing secondary education for the special focus groups but also gives importance on removing the existing disparities in socio-economic and gender background in the secondary level of education. By special groups, we mean scheduled tribe and scheduled caste groups, minority girls and CWSN children. They are also termed as the vulnerable/ disadvantaged group. Moreover, certain strategies were implemented to provide free access to secondary education

3. **Information communication technologies (ICT):** Due to a rise in IT demand in, importance is given on ITC. Components of a merged scheme ICT in school include funding support towards computer education plans; strengthening and reorientation of the staffs s; digitization using audio and video cassettes with the partnership of NGOs; and management of Internet-based education.

4. **Integrated education for disabled children (IEDC):** It includes several components for convergence with integrated child development services for early interventions, Sarva Shiksha Abhiyan (SSA) for the particular group at the elementary level, and special schools.

Operations and Activities:

Moreover, it also fixates to give universal education for all children between the years 15 and 16. The funding from the Central Ministry is provided through state governments, which establish separate implementing agencies. However, in the years 2018, RMSA along with Sarva Shiksha Abhiyan (SSA) was disintegrated to form Samagra Shiksha Abhiyan.

NATIONAL CURRICULUM FRAMEWORK (NCF):

What is NCF?

- National curriculum framework (NCF) is a document seeks to provide a framework within which teachers and schools can choose and plan experiences that they can think children should have.
- It addresses four issues such as educational purpose, educational experience, organization of experience and assessing learner.
- It is only suggestive and provides guidelines on different aspects of education.
- NCF-2005 is one of the four NCFs published in 1975,1988,2000 and 2005 by NCERT in India.
- The document provides the framework making syllabus, text-books, and teaching practices within the school education programme in India.
- NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 states.
- NCERT gave a grant to each state to promote NCF in the language of state and to compare its current syllabus with the syllabus proposed.

Reasons to revise NCF:

- Long distance to school

- Heavy curriculum load

- Lack of infrastructure and study materials

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

- To eradicate rote learning

- To bring flexibility in the curriculum and to the time- table

- Providing all kinds of facilities for girls

- No corporal punishment

Development of NCF:

- The NCF-2005 document draws its policy basis from earlier government reports on education as "learning without burden" and "National Policy of Education 1986-1992", "National focus group discussions".

- The process of the development of NCF has been initiated in November 2004 by setting up various structures like National Steering Committee by Prof Yashpal and 21 National Focus groups on the theme of curricular area, systematic reforms and national concerns focussing on constrictive thoughts of the child.

Contents of NCF-2005:

1. Perspectives: Guiding Principles

2. Learning and Knowledge

3. Curricular Area, school stages and assessment

4. School and classroom environment

5. Systematic reform

1. Perspectives: Guiding Principles

- Strengthening national system of education

- Reducing curriculum load

- Curriculum as per constitutional values

- Quality education for all

Guiding Principles of NCF-2005:

- Connecting knowledge to life outside the school

- Enriching curriculum so that it goes beyond text-books

- Making examination more flexible and integrated with classroom life

- Learning is shifted away from rote method

- Nurturing democratic polity of the country

2. Learning and Knowledge

- Focuses on the child as an active learner

- Recognizes the need for developing an enabling and non-threatening environment

- Emphasizes that gender, class, caste, religion and minority status should not be the constraints for gaining knowledge in schools

- Learners engaging in observing, exploring, discovering etc

- Construction their own knowledge and become active members

- Learning tasks must be designed to enable learners to seek out knowledge from sites other than textbooks

- There should be inclusive learning environment which focuses on knowledge construction and fosters creativity

- The ultimate target is the holistic development of the learners

3. Curricular Area, school stages and assessment

- Recommends significant changes in language, mathematics, science, social science

- Overall view to reduce stress, make education more relevant and meaningful

- Curriculum should promote multilingual proficiency, can happen only if learning builds a sound language pedagogy of the mother tongue

Curricular areas:

Language

Mathematics

Science

Social science

Other areas:

Work education

Art education

Peace, Health and physical education

Habitat and learning

Computers

Language:

- To implement Three language formula

- Mother tongue should be the medium of instruction

- Focuses on listening, speaking, reading and writing skills

- English needs to find its place

- Multilingualism should be considered as a resource

Mathematics:

Teaching of mathematics should enhance child's ability to think and reason, to visualize and handle abstractions and to solve problems

Science:

Teaching of science is to focus on methods and processes that will nurture thinking process, creativity and curiosity

Social science:

Interdisciplinary approaches, promoting key national concerns such as gender, justice, human rights, sensitivity to marginalized groups and minorities.

Habitat and learning:

To know about the surrounding and environmental issues

Computers:

To know the recent technologies and smooth uses and benefits of computers.

Work, Art, peace, Health and physical education:

To develop various kinds of skills through these types of education.

4. School and classroom environment:

- School environment: Colourful, peaceful and friendly with lots of open space.
- Class room size not higher than 1:30
- Availability of minimum infrastructure and material facilities and support for planning a flexible daily schedule
- A school culture that nurtures children's identities as learners and enhances the potential and interest of each child
- Participation of all children
- Self-discipline among learners

- Participation of community members

- Democratic classroom practice

- Policy of inclusion should be followed

- Reconceptualization of learning resources like text books, work books, libraries, laboratories, multimedia and ICT

- Decentralized planning of school calendar and daily schedule

5. Systematic reforms:

- It must ensure quality

- Ensuring children from different background study together

- To form a decentralized planning strategy

- To make academic planning participatory

- Monitoring the quality

- Teacher education programmes need to be formulated and strengthened

- In service training programmes to change school practices

- Democratic participation

- Reducing stress and enhancing success

- Restructuring of vocational education to meet the challenges of a globalized economy

- Multiple learning resources, methods and approaches to fulfil the need of a diverse classroom

- Development of syllabus, textbooks, resources should be carried out in a decentralized and participatory manner involving teachers, experts from universities, NGOs and teachers' organizations.

EDUCATIONAL PHILOSOPHY

Implications of Pragmatism in Educational System:

One of the most important schools of philosophy of education is pragmatism. Pragmatism stands between idealism and materialism a sort of compromise. Its origin can be traced from the Sophists philosophers of ancient Greece who held that man is the measure of all things.

The term pragmatism derives its origin from a Greek word meaning to do, to make, to accomplish. So, the use of words likes 'action' or 'practice' or 'activity'. Action gets priority over thought. Experience is at the centre of the universe. Everyone is tested on the touch-stone of

experience. Beliefs and ideas are true if they are workable and profitable otherwise false. Will Durant sums up pragmatism as the doctrine that truth is the practical efficiency of an idea. It follows there from that pragmatism is not a philosophy but a method–the method of experimentation. As a basis for school practice pragmatism opposes pre-determined and pre-ordained objectives and curriculums.

Values are instrumental only. There are no final or fixed values. They are evolved and are not true for all times and for all situations. According to an undeviating standard of worth, pragmatism tends to be individualistic, selfish; has no values; has no ethics and is thus superficial.

Types of Pragmatism:

1. Humanistic Pragmatism:

This type of pragmatism is particularly found in social sciences. According to it the satisfaction of human nature is the criterion of utility. In philosophy, in religion and even in science man is the aim of all thinking and everything else is a means to achieve human satisfaction.

2. Experimental Pragmatism:

Modern science is based upon experimental method. The fact that can be ascertained by experiment is true. No truth is final, truth is known only to the extent it is useful in practice. The pragmatists use this criterion of truth in every field of life. The human problems can be solved only through experiment.

3. Nominalistic Pragmatism:

When we make any experiment, we attend to the result. Our aim is examination of the material. Some hypothesis about the results invariably precedes every experiment. According to nominalist pragmatism, the results of an experiment are always particular and concrete, never general and abstract.

4. Biological Pragmatism:

Experimentalism of John Dewey is based upon this biological pragmatism according to which the ultimate aim of all knowledge is harmony of the man with the environment. Education develops social skill which facilitates one's life. The school is a miniature society which prepares the child for future life.

Principles of Pragmatism

1. Pluralism

Philosophically, the pragmatists are pluralists. According to them there are as many words as human beings. The ultimate reality is not one but many. Everyone searches truth and aim of life according to his experiences.

2. Emphasis on change

The pragmatists emphasize change. The world is a process, a constant flux. Truth is always in the making. The world is ever progressing and evolving. Therefore, everything here is changing.

3. Utilitarianism

Pragmatists are utility is the test of all truth and reality. A useful principle is true. Utility means fulfillment of human purposes. The results decide the good and evil of anything, idea, beliefs and acts. Utility means satisfaction of human needs.

4. Changing aim and values

The aim and values of life change in different times and climes. The old aims and values, therefore, cannot be accepted as they are. Human life and the world is a laboratory in which the aims and values are developed.

5. Individualism

Pragmatists are individualists. They put maximum premium upon freedom in human life. Liberty goes with equality and fraternity. Everyone should adjust to his environment.

6. Emphasis on social aspects

Since man is a social animal therefore, he develops in social circumstances. His success is success in society. The aim of education is to make him successful by developing his social personality.

7. Experimentalism

Pragmatists are experimentalists. They give more importance to action than ideas. Activity is the means to attain the end of knowledge. Therefore, one should learn by doing constant experimentation which is required in every field of life.

Educational Implications

1. Education as life

Pragmatists firmly believe that old and traditional education is dead and lifeless. Education is a continuous re-organizing, reconstructing and integrating the experience and activities of race. They want to conserve the worthwhile culture of the past, think out the solutions to meet the new

situations and then integrate the two. Real knowledge can be gained only be activity, experiments and real-life experiences.

2. Education as growth

Thus, education will be useful if it brings about the growth and development of the individual as well as the society in which he lives. Education is meant for the child and child is not meant for education and child is not empty bottle to be filled up by outside knowledge. Each child is born with inherent capacities, tendencies and aptitudes which are drawn out and developed by education. One of the aims of education is to develop all the inherent capacities of the child to the fullest extent.

3. Education as a social process

To pragmatism, man is a social being. He gains more and more knowledge through personal experiences than he gets from books. According to pragmatism, the education of the child should be through the medium of society so that develops in him socially desirable qualities which promote his welfare and happiness. John Dewey rightly speaks out – Education is the social continuity of life.

4. Education a continuous restructuring of experience

Education is a process of development. Knowledge is gained by experiences and experiments, conducted by the learner himself. One exercise leads to another and so on and the area of knowledge is widened by the child. The process of reconstruction of experience goes on and leads to adjustment and development of personality. For pragmatists educational process has no end beyond itself. In addition to the individual, it is continuous reorganizing restructuring and integrating the experience and activities of the race.

5. Education the responsibility of state

Education is the birth right of each individual and may not be within the right of the individual, so the state should shoulder the responsibility. The refusal of the state to do so may not lead the nation to suffering. It is for the state to make the child capable and confident to meet the problems and challenges of life successfully.

Pragmatism and Curriculum

In the field of curriculum development, the following principles have been prescribed by pragmatists.

1. Principle of utility

According to this principle, only those subjects, activities and experiences should be included in the curriculum which are useful to the present needs of the child and also meet the future expectations of adult life as well. As such Language, physical well-being, physical training, Geography, History, Science, Agriculture and Home science for girls should be included in the curriculum.

2. Principle of interest

According to this principle, only those activities and experiences where in the child takes interest should be included in the curriculum. According to John Dewey these interests are of four varieties namely- (1) interest in conversation, (2) interest in investigation, (3) interest in construction and (4) interest in creative expression. Keeping these varieties of interests in view, at the primary stage, the curriculum should include Reading, Writing, Counting, Art, Craft-work, Natural science and other practical work of simple nature.

3. Principle of experience

The third principle of pragmatic curriculum is the child's activity, vocation and experience. All these three should be closely integrated. The curriculum should consist of such varieties of learning experiences which promote original thinking and freedom to develop social and purposeful attitudes.

4. Principle of integration

Pragmatic curriculum deals with the integration of subjects and activities. According to pragmatism knowledge is one unit. Pragmatists want to construct flexible, dynamic and integrated curriculum which aids the developing child and the changing society more and more as the needs, demands and situation require.

Pragmatism and Methods of Teaching:

Project method is a contribution of pragmatist philosophy in education. According to **Kilpatrick** "a project is a whole hearted purposeful activity carried out in a social environment". The child learns by doing says **John Dewey**. All learning must come as a product of action. Learning by doing makes a person creative, confident and co-operative. They also emphasize the discovery and enquiry methods. The method like problem solving, play-way, experimental and laboratory techniques which follow the principle of learning by doing can be used according to pragmatic view.

Contributions of Pragmatism to Education:

- Pragmatism provides definite aims of education. The student is prepared to live in society and learn skills and attitudes.

- The teaching methods are based on learning by doing. The project method is the contribution of pragmatism to modern education.

- Pragmatism encourages a democratic way of learning through purposeful and cooperative projects and activities.

- Utility in the educative process is the first criterion. The school is expected to provide learning and experiences that are useful.

- Education is not bound to tradition. Pragmatic philosophers advise us to test everything through our own experience.

- The teacher has to play a very challenging role in the educative process under pragmatism and he has to be very alert and watchful.

Implications of Idealism in Educational System:

Idealism is a very old philosophical thought and it has exercised a potent influence on the mind of man throughout the ages. Even in modern times when people are not inclined towards accepting any dogmatic creed or philosophy, idealism has certain attractions which appeal to the human mind and thereby exercise a great influence on human thinking. In education the influence of idealism has gone a long way to restrict some of the radical thinking and establish the worth of the eternal ideals and values of life.

The word idealism is derived from two distinct sources-the idea and the ideal. Idea means true and testified knowledge. The word ideal stands for the perfected form of an idea or ideas. An idealist does not have considerations for material values of life. A thinker who idolizes 'Mind and Self' is an idealist. Idealism is one of the oldest schools of philosophy.

Types of Idealism

(a) Absolute Idealism

It is the one type which has found its way into educational philosophy. This lays down that the heart of reality is to be found in thought or reason. Reason is absolute; in fact, it is the absolute. Being absolute, it is also one i.e., monistic. Everything, thus, is interrelated and all contradictions reconciled. Furthermore, the complete cause of any single occurrence involves the whole of reality. The cosmos is great thought process, and the absolute is God thinking. Everything happens as a result of the self-willed idea i. e. absolute. The absolute is already complete, and self-

realized. Nature is the medium through which the absolute progressively reveals itself in external form. Mind of man however, is a part of the absolute whole. The absolute being the whole and education being a part thereof, it may be that study of the fragment may reveal important facts of the totality.

(b) Modern Idealism

It has given a different tune to educational philosophy. In this concept idealism more to do this idea as metal state. n this idealism might be called a philosophy of idealism. The `I` of idealism being interested for euphony. The knowledge one has of his environment is idea of it. The environment in itself cannot be known through intermediate idea of it. The environments in itself cannot be known directly. It can only be known through intermediate idea of human knower. From which the learner's knowledge takes, therefore, is bound to be in part the product of his human way of apprehending it. Such concepts are supplied by the mind of human learning.

Fundamental Principles of Idealism:

The fundamental principles of idealism are:

(1) Two forms of the whole world

Idealism believes in two forms of the world- Spiritual world and Material world, Idealists gives more importance to spiritual world in comparison to the material world. They believe that spiritual world is real and the ultimate truth whereas the material world is transitory and moral. According to **Horne** "Idealism holds that the order of the world is due to the manifestation in space and time of an eternal and spiritual reality."

(2) Ideas are more important than object

According to Idealists, knowledge of mind and soul can be obtained through ideas only. Hence, they have given more importance to ideas over the objects and material or later. In the words of **Plato** "Ideas are of the ultimate cosmic significance. They are rather the essences or archetypes which give form to cosmos. These ideas are eternal and unchanging."

(3) Importance of man over nature

To Idealists, man is more important than material nature. It is because man can think and experience about material objects and material phenomena. Hence, the thinker or the one who experiences is more important than the object or the phenomena experienced. Man is endowed with intelligence and a sense of discrimination. Thus, he is not a slave of the environment as animals are but the moulds and transforms the environment for his own good and welfare of the

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society. In short, he creates his own world of virtue and his creativity achieves higher and higher levels of art in many areas.

(4) Faith in spiritual values

According to Idealists, prime aim of life is to achieve spiritual values-Truth, beauty and goodness. These spiritual values are undying and permanent. The realization of these values is the realization of God. In the pursuit of these absolute values man rises higher and higher in the moral plane till he attains divinity. For the achievement of these spiritual values all the capacities of man are to be harnessed to the full. These capacities are- knowing, feeling and willing.

(5) Importance of personality development

Idealists give much importance to the 'self' of the individual. Hence, they insist upon the fullest development of the personality of an individual. According to them the development of personality means achievement of 'perfection'. Plato rightly speaks that each individual has an ideal self. He tries to develop that ideal 'self' more and more. This self-realization is the true sense of the term. It may be noted that self-realization means knowledge of the 'self' or soul. This self-realization can only be achieved in society. Hence, development of social qualities is very essential for self-realization as it expresses itself in the form of love, sympathy, fellow-feeling and co-operation for the good of all and discrimination among human beings on any basis of caste, creed, sex, race or status etc. It clears the fact that Idealism advocates the concept of universal education. In short Idealism believes in the welfare of whole human community.

(6) Full support to the principle of unity in diversity

Idealists give full support to the principle of Unity in Diversity. They believe that is of spiritual nature. This may be called Universal Consciousness or Divinity. This underlying divine force maintains the existence and working of all entities. Idealists call this power as God, the Supreme Force which is omnipotent and omnipresent.

Idealism and Aims of Education:

Idealism prescribes certain fundamental aims of education which are directly influenced by the aims and principles of life. In this context Ross puts forth the view, "The function of education is to help us in our exploration of the ultimate universal values so that truth of the universe may become our truth and give power to our life.'' Some of the important aims of education laid down by idealists are given below;

(1) Self-realization.

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According to idealism man is the most beautiful creation of **God-His grandest work**. It lays great stress on the exaltation of human personality it is self-realization The aim of education is to develop the self of the individuals higher till self-realization is achieved.

(2) Universal education.

Education according to idealism should be universal in nature. The universe is regarded as a thought process. Education should be based on the teaching of Universal truth from the stand-point of rationality of the Universe

(3) Spiritual development.

Idealists give greater importance to spiritual values in comparison with material attainments. According to Rusk, "Education must enable Mankind through its culture to enter more and more fully into the spiritual realm, and also enter more and more fully into the spiritual realm, and also enlarge the boundaries of spiritual realm".

(4) Transmission and promotion of cultural heritage

The aim of idealistic education is the preservation; enrichment and transmission of culture, Education must contribute to the development of culture. It should help in enlarging the boundaries of spiritual realm

(5) Cultivation of moral values

According to idealism, man is essentially a moral being. Therefore, moral, intellectual and aesthetic aspects of his personality should be promoted. According to **Dr. Prem Nath** "*The process of education must lead to the deepest spiritual insight and to the highest moral and spiritual insight and to the highest moral and spiritual insight and to the highest moral and spiritual conduct .*"

(6) Preparation for a holy life

Idealism prepares an individual for a holy life. **Froebel** says "*the object of education is the realization of a faithful, pure, inviolable and hence holy life.*''

(7) development of intelligence and rationality

Idealism wishes that education should develop the mind fully. It makes a person rational as well. Only the highly developed mind can understand the all-pervading force. The idealists believe that education must help in the full evolution of mind, the emancipation of spirit, self-realization and the realization of higher values of life and to train the whole man completely and fully for manhood and not some part of man.

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Idealism and Curriculum:

While developing curriculum, idealists give more importance to thought, feelings, ideals and values than to the child and his activities. They firmly hold that curriculum should be concerned with the whole humanity and its experiences. It must consist of humanities.

The curriculum should give good mental experience of all types. So, cognition (knowing) affecting (feeling) and conation (striving) should find due place. Sciences and art should be taught as fully integrated. Since the main aim of education according to the philosophy of idealism is to preserve and advance the culture of human race, so subjects like Religion, Ethics, philosophy, History, Literature etc. should be provided in the curriculum. Healthy mind is found in healthy baby only. So, health, hygiene, games and sports should find an important place in the curriculum.

Idealism and Methods of Teaching:

Idealism has not prescribed specific methods of teaching. According to idealism, class-room is a temple of spiritual learning, a meeting place of human minds- a place for self-education. For this no particular method has been suggested. However, the following methods have been advocated by different idealists:

- Learning through reading
- Learning through lecturing
- Learning through discussion
- Learning through imitation
- Desecrates employed the device of simple to complex

Idealism and Discipline:

Naturalism provides unrestricted freedom to the child whereas Idealism wants to keep the child under discipline. Idealists believe that there can be no spiritual development of the child without discipline. This leads to inner discipline. "The discipline is not to be imposed on pupils. The teacher has only to help them to develop self-discipline and through that self-knowledge"

Self-insight and self-analysis are the main disciplinary factors. The main task of education is the cultivation of higher values of life through moral and religious education. It requires the teacher to present a good example and exercise lasting impact upon the pupil's mind. A teacher is an ideal person to be emulated by this pupil.

Idealism and Teacher:

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Idealism assigns a special role to the teacher. It considers teacher as a spiritual guide for the child. The teacher serves as a living model for the student. He sets the environment in which education takes place. He carries the child from darkness to light. He is to guide the student towards utmost possible perfection

Idealism regards the teacher as the priest of man's spiritual heritage. He is a co-worker with God in perfecting man. An idealist teacher is a philosopher, friend and guide. According to Gentle- A teacher is "a spiritual symbol of right conduct." He is thus, an indispensable necessity.

According to Froebel, the school is a garden, the teacher is a cautious gardener and the child is a tender plant. The plant can grow, no doubt, without help but the good gardener sees that the plant grows to the finest possible perfection. Through teacher's guidance the child can make his natural development into a process leading to perfection and beauty.

Contributions of Idealism to Education:

Idealistic philosophy in education emphasizes 'the exaltation of personality', which is the result of self-realization, achieved by spiritual knowledge, self-discipline and dignified teacher. Idealism assigns a very important place to the teacher who is respected as a guide, and philosopher. They emphasize the importance of moral and spiritual education and points out the values of humanities, social sciences, art and literature. It emphasizes man's perfection in various facets of life-physical, spiritual, intellectual, moral, esthetic and social.

Evaluation of Idealism:

(1) The common criticism regarding Idealism is that it is an abstract and vague doctrine. It avoids the present realities and prepares the child for the next world.

(2) Idealism is concerned with the ultimate end of life. It avoids the real problems day to day living. Education should be such as to make individuals capable to solve the problems that confront them from time to time able to lead a happy and contented life.

(3) Idealism lays more emphasis on thinking and mental activities. This increases the importance of intellectualism unnecessarily.

(4) Idealistic education gives more importance to teacher in relation to the child. Modern psychology emphasizes the prime and central importance of child.

(5) Idealistic methods of teaching emphasize cramming and rote memory. In modern education, these methods are given little importance.

Naturalism

Naturalism regards everything including objects and events as part of nature, mind is also a matter and thought is natural process of mind. It heavily emphasizes matter; it is also regarded as materialism. Naturalism believes that nothing exists beyond nature or matter. Naturalism believes that the ultimate reality lies on nature or matter. It denies the existence of sprit, and does not believe the concept, which is beyond the matter. It never accepts sentimentalism, spiritualism and supernaturalism. It believes that natural laws govern in omniscient and omnipresent manner, going against the nature does not make sense and everything comes from nature that is why all things are natural. Mind is natural so is thought. Thales, Parmenides, Bacon, Rousseau, Darwin, Comenius have contributed on the development of Naturalism.

Definitions of Naturalism

'Naturalism is the doctrine which separates nature from god, subordinate's sprit to matter and sets up unchangeable laws as supreme.' - **James Ward**

'Naturalism is metaphysics which considers nature as the whole of reality. It excludes what is supernatural or other world.' - **W.F. Hocking**

'Naturalism opposed to idealism; subordinates mind to matter and holds that ultimate reality is material not spiritual.' - **Thomas and Lange**

Elements of Naturalistic education

- Importance of individual differences
- Opposition to bookish knowledge
- Principle of back to nature
- Emphasis on child psychology
- Emphasize reproductive education
- Negative education

Objectives of education

- Education should make human machine as good as possible
- Education for self-preservation and self-expression
- Education should help to secure the need and necessities of life
- Nurturing children in natural way
- Education for autonomous development of individuality
- Education should improve racial gains

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Educational process

- Learning in terms of the developmental phase
- Learning by doing
- Joyful and pleasurable learning
- Learning by experience, observation and through Heuristic Method
- Based on natural punishment and discipline
- Learning of Inductive method
- Example is better than percept
- Social knowledge by social participation
- Education making decent child

Role of Teacher

- Teacher as a guide, gardener or a friend
- Teacher as a creator of natural situation
- Teacher as a motivator or initiator
- Teacher as an observer or reader of learners
- Teacher as full moral virtues

Role of Students

- Student is the ventral point of educational process
- Student as a free individual to learn whatever he/she prefers
- Students are required to foster creative talents
- To establish autonomous organization, rules and regulations to govern social life
- To find out one's own needs
- Use teacher as a guide or pathfinder
- To lead teaching-learning process

Curriculum

'Nature' itself is the curriculum for naturalist education, and it is a learner who selects what is to learn from the entire nature. Naturalist education holds the view that education does not take place through a certain curriculum. Learning should not be confined in a certain bookish knowledge. Education is the free interplay between nature and learners.

- Naturalists regard education as natural and does not prescribe any certain curriculum

- It prescribes those subjects that can develop the innate power of a child which can be practiced in practical life.

- It advocates such curriculum which enables a child to struggle for survival in each and every trouble that comes up throughout the life.

- It emphasizes human being and accepts the nature as unalienable entity.

- It advocates different curriculum for different individuals because every child has individual differences, interests, needs and physical and mental conditions.

- It also includes sex education to prevent them from misleading due their acute curiosity to it.

Realism as Philosophy of Education

Introduction to Realism:

- Emerged as a strong movement against extreme idealistic view of the world around.

- Realism changed the contour of education in a systematic way. It viewed external world as a real world; not a world of fantasy.

- It is not based upon perception of the individuals but is an objective reality based on reason and science.

- The Realist trend in philosophical spectrum can be traced back to Aristotle who was interested in particular facts of life as against Plato who was interested in abstractions and generalities. Therefore, Aristotle is rightly called as the father of Realism. Saint Thomas Aquinas and Comenius infused realistic spirit in religion.

- **John Locke, Immanuel Kant, John Friedrich Herbart** and **William James** affirmed that external world is a real world. In the 20th century, two sections of realist surfaced the area of philosophy. Six American professors led by Barton Perry and Montague are neo-realists. Another section spearheaded by Arthur Lovejoy, Johns Hopkins and George Santayana emerged are called as critical realists.

Fundamental Philosophical Ideas of Realism:

(i) Phenomenal World is True:

Realists believe in the external world which is true as against the idealist world-a world d this life. It is a world of objects and not ideas. It is a pluralistic world. Ross has

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commented, "Realism simply affirms the existence of an external world and is therefore the antithesis of subjective idealism."

There is an order and design of the external world in which man is a part and the world idealism by the laws of cause-and-effect relationships. As such there is no freedom of the will for man.

(ii) Opposes to Idealist Values:

In realism, there is no berth for imagination and speculation. Entities of God, soul and other world are nothing; they are mere figments of human imagination. Only objective world is real world which a man can know with the help of his mind. Realism does not believe in ideal values, would discover values in his immediate social life. The external world would provide the work for the discovery and realization of values.

(iii) Theory of Organism:

Realists believe that an organism is formed by conscious and unconscious things. Mind is regarded as the function of organism. Whitehead, a Neo-realist remarks "The universe is a vibrating organism in the process of evolution. Change is the fundamental feature of this vibrating universe. The very essence of real actuality is process. Mind must be regarded as the function of the organism."

(iv) Theory of Knowledge:

According to realists, the world around us is a reality; the real knowledge is the knowledge of the surrounding world. Senses are the gateways of knowledge of the external world. The impressions and sensations as a result of our communication with external world through our sense organs result in knowledge which is real.

The best method to acquire the knowledge of the external world is the experiment or the scientific method. One has to define the problem, observe all the facts and phenomena pertaining to the problem, formulate a hypothesis, test and verify it and accept the verified solution. Alfred North, Whitehead, and Bertrand Russel have stressed on the use of this scientific method.

(v) Stress on Present Applied Life:

According to realists, spiritual world is not real and cannot be realized. They believed in the present world-physical or material which can be realized. Man is a part and parcel of this material world. They put premium upon the moulding and directing of human behaviour as

conditioned by the physical and material facts of the present life, for this can promote happiness and welfare.

Therefore, metaphysics according to realism is that the external world is a reality-it is a world of objects and not ideas. Epistemology deals with the knowledge-knowledge of this external world through the senses and scientific method and enquiry. Axiology in it is that realists reject idealistic values, favour discovering values in the immediate social life.

Forms of Realism:

(i) Humanistic Realism:

The advocates of this form of realism are **Irasmus**, **Rebelias** and **Milton**. The supporters of the realism firmly believed that education should be realistic which can promote human welfare and success. They favoured the study of Greek & Roman literature for individual, social and spiritual development.

Irasmus (1446-1536) castigated narrow educational system and in its place. favoured broad and liberal education. **Rebelias** (1483-1553) also advocated liberal education, opposed theoretical knowledge and said that education should be such as to prepare the individual to face all the problems of life with courage and solve them successfully.

He suggested scientific and psychological methods and techniques. **Milton** (1608-1674) also stressed liberal and complete education. He, in this connection, writes, "*I call therefore a complete and generous education that which fits a man to perform justly, skilfully and magnanimously all the offices both private and public of peace and war.*"

He opposed mere academic education and insisted that education should give knowledge of things and objects. He prescribed language, literature and moral education is main subjects of study; and physiology, agriculture and sculpture as subsidiary subjects of study for children.

(ii) Social Realism:

Social realists opposed academic and bookish knowledge and advocated that education should promote working efficiency of men and women in the society. Education aims at making human life happier and successful. They suggested that curriculum should include History, Geography. Law, Diplomacy, Warfare, Arithmetic's, Dancing, Gymnastics etc. for the development of social qualities.

Further, with a view to making education practical and useful, the realists stressed upon Travelling, Tour, observation and direct experience. **Lord Montaigne** (1533-1552) condemned

cramming and favoured learning by experience through tours and travels. He opposed knowledge for the sake of knowledge and strongly advocated practical and useful knowledge.

John Locke (1635-1704) advocated education through the mother tongue and lively method of teaching which stimulates motivation and interest in the children. As an individualist, he believed that the mind of a child is a clean slate on which only experiences write. He prescribed those subjects which are individually and socially useful in the curriculum.

(iii) Sense Realism:

Developed in the Seventeenth century sense realism upholds the truth that real knowledge comes through our senses. Further, sense realists believed all forms of knowledge spring from the external world. They viewed that education should provide plethora of opportunities to the children to observe and study natural phenomena and come in contact with external objects through the senses.

Therefore, true knowledge is gained by the child about natural objects, natural phenomena and laws through the exercises of senses. They favoured observation, scientific subjects, inductive method and useful education. **Mulcaster** (1530 – 1611) advocated physical and mental development aims of education.

Reacted against any forced impressions upon the mind of the child, he upheld use of psychological methods of teaching for the promotion of mental faculties-intelligence, memory and judgement.

Francis Bacon (1562-1623) writes, "The object of all knowledge is to give man power over nature." He, thus, advocated inductive method of teaching-the child is free to observe and experiment by means of his senses and limbs. He emphasised science and observation of nature as the real methods to gain knowledge.

Ratke (1571-1625) said that senses are the gateways of knowledge and advocated the following maxims:

        a. One thing at a time,

        b. Follow nature,

        c. Repetition,

        d. Importance on mother-tongue,

        e. No rote learning,

        f. Sensory knowledge,

g. Knowledge through experience and uniformity of all things.

Comenius (1592-1671) advocated universal education and natural method of education. He said that knowledge comes not only through the senses but through man's intelligence and divine inspiration. He favoured continuous teaching till learning is achieved and advocated mother-tongue to precede other subjects.

(iv) Neo-Realism:

The positive contribution of neo-realism is its acceptance of the methods and results of modern development in physics. It believes that rules and procedures of science are changeable from time to time according to the conditions of prevailing circumstances.

Whitehead said that an organism is formed by the consciousness and the unconsciousness, the moveable and immovable thing. Education should give to child full-scale knowledge of an organism. Man should understand all values very clearly for getting full knowledge about organism. **Bertrand Russell** emphasized sensory development of the child.

He favoured analytical method and classification. He assigned no place to religion and supported physics to be included as one of the foremost subjects of study. Further, he opposed emotional strain in children as it leads to development of fatigue.

Realism in Education:

Realism asserts that education is a preparation for life, for education equips the child by providing adequate training to face the crude realities of life with courage as he or she would perform various roles such as a citizen, a worker, a husband, a housewife, a member of the group, etc. As such, education concerns with problems of life of the child.

Chief Characteristics of Realistic Education:

(i) Based on Science:

Realism emphasized scientific education. It favoured the inclusion of scientific subjects in the curriculum and of natural education. Natural education is based on science which is real.

(ii) Thrust upon present Life of the Child:

The focal point of realistic education is the present life of the child. As it focuses upon the real and practical problems of the life, it aims at welfare and happiness of the child.

(iii) Emphasis on Experiment and Applied life:

It emphasizes experiments, experience and practical knowledge. Realistic education supports learning by doing and practical work for enabling the child to solve his or her immediate practical problems for leading a happy and successful life.

(iv) Opposes to Bookish Knowledge:

Realistic education strongly condemned all bookish knowledge, for it does not help the child to face the realities of life adequately. It does not enable the child to decipher the realities of external things and natural phenomena. The motto of realistic education is "Not Words but Things."

(v) Freedom of Child:

According to realists, child should be given full freedom to develop his self according to his innate tendencies. Further, they view that such freedom should promote self-discipline and self-control the foundation of self-development.

(vi) Emphasis on Training of Senses:

Unlike idealists who impose knowledge from above, realists advocated self-learning through senses which need to be trained. Since, senses are the doors of knowledge, these needs to be adequately nurtured and trained.

(vii) Balance between Individuality and Sociability:

Realists give importance to individuality and sociability of the child equally. Bacon lucidly states that realistic education develops the individual on the one hand and tries to develop social trails on the other through the development of social consciousness and sense of service of the individual.

Aims of Education by the Realists:

(i) Preparation for the Good life:

The chief aim of realistic education is to prepare the child to lead a happy and good life. Education enables the child to solve his problems of life adequately and successfully. Leading 'good life' takes four important things-self-preservation, self-determination, self-realization and self-integration.

(ii) Preparation for a Real Life of the Material World:

Realists believe that the external material world is the real world which one must know through the senses. The aim of education is to prepare a child for real life of material world.

(iii) Development of Physical and Mental Powers:

According to realists, another important aim of education is to enable the child to solve different life problems by using the faculty of mind: intelligence, discrimination and judgement.

(iv) Development of Senses:

Realists thought that development of senses is the sine-qua-non for realization of the material world. Therefore, the aim of education is to help the development of senses fully by providing varied experiences.

(v) Acquainting with External Nature and Social Environment:

It is another aim of realistic education to help the child to know the nature and social environment for leading a successful life.

(vi) Imparting Vocational Knowledge and Skill:

According to realists, another important aim of education is to provide vocational knowledge, information, skill etc., to make the child vocationally efficient for meeting the problems of livelihood.

(vii) Development of Character:

Realistic education aims at development of character for leading a successful and balanced life.

(viii) Enabling the Child to Adjust with the Environment:

According to realists, education should aim at enabling the child to adapt adequately to the surroundings.

Curriculum of Realism:

Realists wanted to include those subjects and activities which would prepare the children for actual day to day living. As such, they thought it proper to give primary place to nature, science and vocational subjects whereas secondary place to Arts, literature, biography, philosophy, psychology and morality.

Besides, they have laid stress upon teaching of mother- tongue as the foundation of all development. It is necessary for reading, writing and social interaction but not for literary purposes.

(i) Methods of Teaching:

Realists favoured principles of observation and experience as imparting knowledge of objects and external world can be given properly through the technique of observation and experience. Further, they encouraged use of audio-visual aids in education as they would develop sensory powers in the children.

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Children would have "feel" of reality through them. Realists also encouraged the use of lectures, discussions and symposia. Socratic and inductive methods were also advocated.

Memorization at early stage was also recommended.

Besides, learning by travelling was also suggested. The maxims of teaching are to proceed from easy to difficult, simple to complex, known to unknown, definite to indefinite, concrete to abstract and particular to general. In addition, realists give importance on the principle of correlation as they consider all knowledge as one unit.

(ii) Discipline:

Realists decry expressionistic discipline and advocate self-discipline to make good adjustment in the external environment. They, further, assert that virtues can be inculcated for withstanding realities of physical world. Children need to be disciplined to become a part of the world around in and to understand reality.

(iii) Teacher:

Under the realistic school, the teacher must be a scholar and his duty is to guide the children towards the hard core realities of life. He must expose them to the problems of life and the world around. The teacher should have full knowledge of the content and needs of the children.

(iv) School:

Some realists view that school is essential as it looks like a mirror of society reflecting its real picture of state of affairs. It is the school which provides for the fullest development of the child in accordance with his needs and aspirations and it prepares the child for livelihood. According to **Comenius**, "*The school should be like the lap of mother full of affection, love and sympathy. Schools are true foregoing places of men.*"

Evaluation of Realism:

Proper evaluation of realism can be done by analysing its merits and demerits.

Merits:

(i) Realism is a practical philosophy preaching one to come to term with reality. Education which is non-realistic cannot be useful to the humanity. Now, useless education has come to be considered as waste of time, energy and resources.

(ii) Scientific subjects have come to stay in our present curriculum due to the impact of realistic education.

(iii) In the domain of methods of teaching the impact of realistic education is ostensible. In modern education, inductive, heuristic, objective, experimentation and correlation methods have been fully acknowledged all over the globe.

(iv) In the area of discipline, realism is worth its name as it favours impressionistic and self-discipline which have been given emphasis in modern educational theory and practice in a number of countries in the globe.

(v) Realistic philosophy has changed the organisational climate of schools. Now, schools have been the centres of joyful activities, practical engagements and interesting experiments. Modern school is a vibrant school.

Demerits:

(i) Realism puts emphasis on facts and realities of life. It neglects ideals and values of life. Critics argue that denial of ideals and values often foments helplessness and pessimism which mar the growth and development of the individuals. This is really lop-sided philosophy.

(ii) Realism emphasizes scientific subjects at the cost of arts and literature. This affair also creates a state of imbalance in the curriculum. It hijacks 'humanities' as critics' label.

(iii) Realism regards senses as the gateways of knowledge. But the question comes to us, how does illusion occur and how do we get faulty knowledge? It does not provide satisfactory answer.

(iv) Realism accepts the real needs and feelings of individual. It does not believe in imagination, emotion and sentiment which are parts and parcel of individual life.

(v) Although realism stresses upon physical world, it fails to provide answers to the following questions pertaining to physical world.

(a) Is the physical world absolute?

(b) Are there any limits of physical world?

(c) Is the physical world supreme or powerful?

(vi) Realism is often criticized for its undue emphasis on knowledge and it neglects the child. As the modern trend in education is paedocentric, realism is said to have put the clock behind the times by placing its supreme priority on knowledge.

2. "Curriculum is a tool in the hands of the artist (teacher. to mould his material (pupils. according to his ideals (aims and objectives. in his studio (school.". These words defining curriculum were given by

    a. Cunningham   b. Nunn

    c. Frobel   d. Monroe

3. Mr. Vimal the new class teacher of class 6 said that he was taken to draw out the best that already present in his students. This was the aim of education as given by

    a. Gandhi   b. Aurobindo

    c. Vivekananda   d. Tagore

4. Cannon-Bard Theory and James-Lange Theory are both related to

    a. Emotional development   b. Social development

    c. Psychological development   d. Physical development

5. Article 21 A and the Right of Children to Free and Compulsory Education (RTE. Act came into effect in the year,

    a. 2012   b. 2015

    c. 2010   d. 2014

6. One of the maxims of teaching is

    a. Lesser to more   b. Sooner to later

    c. Concrete to abstract   d. Reason to understanding

7. The pattern of secondary education proposed by the Secondary Education Commission was

    a. 8 + 3   b. 10 + 2 + 3

    c. 8 + 3 + 3   d. 10 + 2

8. Which of the following categories of education do not fall under the purview of the All India Council for Technical Education (AICTE.?

    a. Medical education   b. Architect education

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

23. When education is acquired without any specific purpose, fixed period and place, it is known as

   a. Independent education   b. Informal education

   c. Formal education   d. Direct education

24. Ms Smita, the new class teacher always reinforced the girls in her class even if they were wrong but not the boys even when they gave correct responses. This was a case of

   a. Gender Popularity   b. Gender Strength

   c. Gender Survival   d. Gender Bias

25. In North India, who started a movement with the main aim of introducing Western education to the Muslims?

   a. Dr. Zakir Hussain   b. Fakhruddin Ahmed

   c. Sir Syed Ahmed Khan   d. Abdul Kalam Azad

26. According to Freud, the animal instinct in may also be called as

   a. Collective conscious   b. Super ego

   c. Id   d. Ego

27. Who among the following conducts two examinations, namely Secondary Examination and Senior Secondary Education (All India. and also, some courses Vocational Education?

   a. Technical Board of Education

   b. The National Institute of Open Schooling

   c. NCTE

   d. Intermediate Board of Education

28. The concept of general and specific intelligence was given by

   a. Spearman   b. Thorndike

   c. Thurstone   d. Gardner

29. Spiral curriculum emphasizes on the _____.

Answers:

Q. No.	Ans.	Q. No.	Ans.	Q. No.	Ans.	Q. No.	Ans.
1	D	11	C	21	A	31	B
2	D	12	A	22	B	32	B
3	C	13	A	23	B	33	A
4	C	14	C	24	D	34	D
5	A	15	A	25	D	35	C
6	C	16	C	26	D	36	B
7	A	17	B	27	D	37	B
8	D	18	B	28	D	38	C
9	A	19	A	29	D	39	B
10	A	20	C	30	B	40	C

Set – 15

1. Which among the following is not a positive emotion?

    A. Pleasure   B. Joy

    C. Jealous   D. Love

2. The word emotion is derived from:

    A. Greek word   B. Latin word

    C. Swiss word   D. None

3. The word emotion is derived from the Latin word:

    A. Emovere   B. Emove

    C. Emovee   D. Emovare

4. Which among the following factors affect emotional development?

    A. Health and physical development   B. Family environment

    C. Social environment   D. All of these

5. Regarding language and thought what is Piaget's opinion?

    A. First thought then language

    B. First language then thought

    C. Both language and thought simultaneousl

Please visit VIDYA ALAYA Youtube Channel for Detailed Explanation

21. Learning without burden was the report of

    a) Kothari commission   **b) Dr. Yashpal committee**

    c) Chattopadhyay committee   d) None of the above

22. The term continuous means-

    a) Non-stop evaluation   **b) Regularity in evaluation process**

    c) Both A&B   d) None of the above

23. "Intelligence means the capacity to judge we'll, to reason well and to comprehend well." Who gave the above definition of intelligence?

    a) Piaget   b) Stern

    c) Throndike   **d) Alfred Binet**

24. Evaluation of co-scholastic area is done through

    a) Direct grading   b) Indirect grading

    c) Both A&B   d) None of the above

25. Formative assessment is otherwise known as

    a) Assessment of learning   **b) Assessment for learning**

    c) Assessment as learning   d) Assessment in learning

26. Paulo Friere is a

    a) American psychologist   **b) Brazilian philosopher**

    c) Swiss psychologist   d) French philosopher

27. Which aspects of an item is considered during item analysis?

    a) Difficulty index of the item   b) Discriminating index of the item

    c) Both A&B   d) None of these

28. Basing on the functions of tests it can be broadly classified into _____ types.

    a) 2   **b) 3**

    c) 4   d) 1

29. According to the nature of responses objective types is broadly classified into _____ type.

    a) 1   **b) 2**

    c) 3   d) 4

30. According to whom adolescence period is known as identity crisis?

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12. The main objective of diagnostic test is:

    A. To find out the nature and causes of the learning problems of students and to formulate a plan for seeing remedial actions

    B. To find out the learning progress of students after six months completion of the course

    C. To find out the progress of students after completion of the whole course

    D. To give reward to the students

13. An example of commonly employed qualitative assessment tool is:

    A. Intelligence test   B. Creativity test

    C. Achievement test   D. Observation

14. Which of the following is characteristic of a good test?

    A. Preparation of the test   B. Planning the test

    C. Trying out the test   D. Validity

15. Days and night are caused by.... motion of the earth. What kind of question is this?

    A. Multiple choice type   B. True False type

    C. Completion type   D. Matching type

16. Which state is the largest producer of copper in India? Which type of question is this?

    A. Completion type   B. Simple recall type

    C. Understanding type   D. True-False type

17. A test is said to be valid if it measures

    A. What it should not measure   B. What it ought to measure

    C. What it should plan   D. How it helps the students

18. MHRD was created in the year:

    A. 1947   B. 1964

    C. 1985   D. 1971

19. Which of the following is not a leadership skill?

    A. High communication skill   B. High relationship skill

    C. High work-organisation skill   D. High power hankering skill

20. Which of the following is not a function of educational management personnel?

    A. Mobilising and allocating resources